

# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LVIII.

For the Week Ending May 6.

No. 18

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## Authority of School Superintendent.\*

By EMERSON E. WHITE.

What supervisory authority is requisite for the highest efficiency in school administration? It is obvious that the answer to this question depends on conditions, such as the number of teachers employed, the intelligence of the community, its interest in good schools, etc. It certainly is not possible to give an answer of universal application.

1. It is not worth while to stop long to consider the authority of principals, or even of supervising principals in a system of schools. The authority most needed is largely inherent in the position, and does not need to be delegated or even defined. Besides the relation of a principal to his associate teachers is so close and personal that desired results are best secured, not by the exercise of authority, but by the fruitful leadership of instruction, influence, and guidance. In all matters vested by law in the board of education as the appointment of teachers, course of study, text-books, etc., the right of the supervising principal should be limited to recommendation, or, what is usually better, to giving needed information. The position of supervising principal in large cities faces different conditions; and, if held responsible for the character of the instruction and discipline of the schools in his building, his advice as to teachers, teaching appliances, etc., should certainly receive due consideration. He should be given large freedom in administering the schools under his immediate oversight, provided always that the rights of the associate teachers be not unduly abridged.

2. The administration of public schools in small cities has its peculiar difficulties. The members of the board are in close touch with the schools and are jealous of their authority. They not unfrequently assume the right as individuals to direct teachers in their duties, to review cases of discipline, etc., and all this under the assumption that they are clothed with supervisory power. If this erroneous assumption was always coupled with competency, the mischief done to the schools would not be so serious. The superintendent is too often regarded as the board's official agent for the discharge of assigned duties, and so he is expected "to run the schools" under directions. As a consequence of this view, certain members of the board, acting as committees or otherwise, are zealous in their oversight of the superintendent. He supervises the schools; they supervise him!

It is unnecessary to say that the highest efficiency in school administration cannot be attained under such conditions. The superintendent should not only be the executive officer in all supervisory functions, but he should be the *eye* of the board, and its welcome adviser in all matters pertaining to instruction and discipline, the course of study, teaching appliances, etc. It should be not simply his right, but his duty to keep the board informed respecting needed changes in these directions, and his recommendations should receive respectful consideration. To supervisory duties, should be added *responsibility* for the progress of the schools.

It is true that all this is now happily realized in scores of the smaller cities of the country. The superintendent is recognized as the responsible supervisory head of the schools with the right and duty of being a leader in all

wise movements for their improvement. This may be accepted as the *minimum status* of the office of superintendent of schools. It may be true that all superintendents are not equal to this responsibility. This is another way of saying that some superintendents of schools are not qualified for the position. Whatever his responsibility, the wise superintendent will recognize the rights of teachers to be as sacred as his own.

3. In cities containing from, say, 40,000 to 200,000 inhabitants, the authority as well as the general duties of the superintendent of schools, should be clearly defined by statute. The superintendent should have the *initiative* in the selection and assignment of teachers, the revision of the course of study, the choice of teaching appliances, etc., his action in these matters being subject to the approval of the board of education. This is increasingly the practice in the more progressive cities, this initiative being freely conceded by school boards. It ought to be made general by statute.

It is not claimed that all superintendents would use this initiative wisely, but it is believed that the putting of this responsibility squarely on the superintendent would greatly increase the efficiency of school administration, and, as a consequence, the efficiency of the schools. It seems unnecessary to add that in all these duties, the superintendent should confer freely with the assistant supervisors, principals, and teachers.

4. We now come to the administration of schools in large cities, a part of the difficult problem of municipal government. In a paper read in 1890 before the National Council of Education in St. Paul, I advocated such a school organization in large cities as will separate the legislative and executive functions of the school board, and further divide the executive function into two functions, to wit: the business or financial, and the pedagogic or supervisory, the former to be entrusted to a business manager and the latter to the superintendent of instruction.\* It was further urged that the superintendent should be vested by law with at least the *initiative* in the appointment and assignment of teachers. The position was criticised at the time as too radical, but, as shown above, the principle has since been embodied in the school laws of several cities.

It is no longer a serious question as to the wisdom of giving the superintendent of schools the initiative in the selection and appointment of teachers, provided his action is subject to the approval of the board of education. The unsettled question is, Should the superintendent's action in this matter be *final*?

It cannot be claimed that the superintendent's right to select and appoint teachers is a prerogative. In the absence of an express delegation of such authority to him, no superintendent can rightfully assume it. This authority is vested primarily in the board of education. The same is true of the determining of the course of study, the adoption of text-books, etc. I do not see the necessity or the wisdom of depriving the board of education of all responsibility in the appointment of assistant supervisors and teachers. So long as the board determines the number and classes of assistants and teachers to be employed, fixes and pays their salaries, it should have the right of *review* in their appointment; and whether this right be exercised in the form of approval

\*Part of paper read before the Department of Superintendence, N. E. A., at Columbus, 1899.

\*This plan of organization was ably presented by Dr. Hinsdale, of Michigan university, the previous year.

or a veto is not important. But why a veto and not approval? While experience shows that boards of education in large cities cannot wisely take the initiative in the selection of teachers, it has no testimony against the submission of the superintendent's appointments to the board for its approval. It is believed that all needed safeguards against political action are provided, when the superintendent and his advisers are given the *full initiative*—an initiative that is not limited by such petty and puerile legislation as forbids the appointment of married women or persons who reside outside of the city limits. The schools need the very best teachers that can be secured.

No superintendent who has the appointment of teachers, should be a member of the board of examiners that has the duty of licensing teachers. It seems an obvious principle in the civil service that the appointing power should not also make up the "eligible list" from which appointments are to be made. One of the safeguards against the abuse of the appointing power by school boards has been the fact that all appointments have been limited to persons holding a certificate of competency issued by an independent examining board. This has saved the schools from incompetent teachers—so far as they have been saved. It may be accepted as an axiom in civil service polity that the appointing power should not also determine who may be candidates for appointment.

In all large cities the examining and certifying of teachers should be entrusted to a board of experts, at least three in number. When the superintendent has not the appointment of teachers, he may very properly be a member of this examining board. The weak point in school administration in most cities is the method of certifying teachers. The first safeguard against incompetent teachers in the schools is the competency of the persons on the "eligible list."

## Healthful Schools. II.

### Essential Hygienic Conditions.

By ARTHUR NEWSHOLME.

(Continued from THE SCHOOL JOURNAL of April 1.)

The following directions of the elementary education code may be quoted in full:

"Apart from open windows and doors, there should be provision for copious inlet of fresh air; also for outlet of foul air at the highest point of the room; the best way for providing the latter is to build to each room a separate air chimney, carried up in the same stack with smoke flues. An outlet should have motive power by heat or exhaust, otherwise it will frequently act as a cold inlet. The principal point in all ventilation is to prevent stagnant air. Particular expedients are only subsidiary to this main direction. Inlets should provide a minimum of 2½ square inches per child, and outlets a minimum of 2 inches. Rooms should, in addition be flushed with fresh air from windows about every two hours.

"A sunny aspect is especially valuable for young children, and important in its effects on ventilation and health. Altho lighting from the left hand is considered so important, ventilation in summer demands also the provision of a small swing-window, as far from the lighting as possible, and near the ceiling."

Fresh air is a prime necessity of life and health. We all know that foul air in a concentrated condition is a virulent poison. It is not, however, sufficiently recognized that minor degrees of respiratory impurity, when exposure to them is protracted, undermine the health, causing anæmia, a tendency to coughs and to consumption, and various other evils. The yawning and somnolence observed in schools (as also in churches) are frequently the result of the bad atmosphere rather than of the sedative effect of the teaching.

Perhaps the best test of the purity of the air of the

school-room—certainly the readiest to apply—is the "stuffy" smell perceptible on entering the room direct from out-of-doors. If the windows or wall are "steamy," the evidence of a polluted atmosphere is still stronger, and free perfilation of air is urgently required.

The English education department requires 10 square feet of floor-space for each child in average attendance. Allowing 12 feet for height, this means a cubic space of 120 cubic feet per pupil. If we assume that children, on an average, produce .6 cubic foot of carbon dioxide (CO<sub>2</sub>) per hour—the associated organic pollutions being fairly proportional to this—and if it be granted that the air of the school-room should not contain more than 1.3 volumes of CO<sub>2</sub> in 1,000 volumes (a comparatively low standard adopted by Carnelley), it follows, as can be proved by an easy calculation, that every pupil should be supplied with at least 660 cubic feet of air per hour. This understates the real requirements, but one is bound to look at what is practicable under ordinary conditions rather than at what should on sound principles be given. The problem is how to supply this amount of air to every 10 square feet of floor-space (occupied by one child) without producing such a lowering of the temperature of the room or such other inconveniences as will lead to the closure of the ventilating openings.

In summer weather nothing is easier. Keep the windows and doors open on opposite sides of the room, and a free current of air is produced without inconvenience. The same thing would, under similar conditions, happen in winter, with even greater facility, because the rapidity of movement of air depends largely on the differences of temperature between the two masses of air concerned. But such currents of cold air produce "draughts," to which every one objects; and notwithstanding louvre ventilators, Sheringham's valves, Tobin's tubes, and numerous other similar arrangements, it still remains true that for a large part of the year, the air of schools which trust to natural ventilation is in a very foul condition. Such natural ventilation will suffice for private houses, especially where it can be supplemented by open fires. But when a large number of children are closely aggregated in a very small space no system of ventilation which does not provide for warming the incoming air produces in the winter months a satisfactory result.

It is clear that a much larger area for ventilating openings is required than that given by the English education code; and that to attempt to admit cold air thru these, means that the openings will speedily be blocked up.

Now imagine what will happen in the system recommended by the code, in which an outlet is arranged with motive power by heat or exhaust. The exhaust-fan is placed somewhere in the ceiling, while fresh air enters by Tobin's tubes, open windows, etc., and travels directly towards the exhaust, leaving the lower stratum of the school-room in its condition of respiratory impurity.

In large schools natural ventilation, even supplemented by the admission of warmed air from stoves cannot be trusted to provide a sufficiency of warmed pure air. The children are closely aggregated together on a part only of the average floor-space which the minimum standard of the English education department accords to each child.

Prof. Carnelley, of Dundee, made a most exhaustive investigation of this question, and, at the risk of giving somewhat wearisome figures, I reproduce here his most important results:

Mode of Heating	Schools	Rooms	Cub. Feet per Per.	Per Cent of Windows Open.	Temperature.		Volumes CO <sub>2</sub> in 10,000	Micro-Organisms per Litre	
					In.	Out.		Bacteria.	Moulds
Mechanical ventilation by warmed air	6	32	160	1.5	58.3	40.1	12.3	17.5	1.0
Natural ventilation and hot stoves	17	43	176	37.0	58.4	46.4	16.3	96.5	1.1
Natural ventilation and open fires	33	84	145	37.0	58.4	44.8	19.2	158.2	4.8

It is clear that the mechanically ventilated schools were



superior to those in which natural ventilation was in vogue, both as regards comparative freedom from carbon dioxide and micro-organisms.

I have already mentioned the importance of cleanliness of children as affecting the purity of the school atmosphere. It is interesting to find, therefore, that Carnelley found experimental confirmation of this fact; the number of micro-organisms in the air of the school-room being proportional to the cleanliness of the children and of the rooms, as shown in the following table:—

Degree of Cleanliness.	Clean.	Medium.	Dirty.
Children....	63	99	159
Rooms.....	85	94	139

micro-organisms  
per litre of air.

(To be continued.)

## The Practical School. IV.

By F. W. HEWES, East Orange, N. J.

The general study period at the opening of each session is especially valuable as a period of quiet in which to settle the pupils to the work of the session. The study periods of the two grades not on the recitation seats will necessarily share the attention of the teacher with the class on the recitation seats. This is one of the most trying tasks the teacher has to perform. To a good disciplinarian, it will give small trouble, but a poor disciplinarian would be a miserable failure.

### Reading and Spelling.

The work of the reading and spelling period would include exercises on the use of capital letters, on punctuation, on the simpler errors of writing, and speech, and on simple composition, adapted to the several ages. The writing period would also, in the oldest grade, embrace simple composition, such as letters and stories, in which spelling and the principles of capitalization, punctuation, and right construction of sentences would be most carefully dwelt upon.

### Weekly Topic.

While tasks would be assigned in numbers, reading, and spelling and records of tests in these studies and in writing be kept, no records would be kept and no tasks assigned in any other "studies." Geography talks, and map drawing, history talks, science talks (especially on the effects of alcohol and tobacco), music, and drawing, would be taken up once per week each, or as frequently as the range of such work would permit.

This distinction is of more importance than any other suggestion in this paper. It is the one stroke which would break the bonds of slavery which at present prevent our pupils from becoming *thinkers*. No mind can develop strength when occupied with such a diversity of tasks as to fritter away its hours and efforts in bits and fragments, as the present multitude of tasks is doing.

By this means is retained the wide range of subjects desirable for the child's knowledge, but presents the less valuable ones to him in a way that in the main will make him quite as well informed, without interfering with the development of thought power.

### Two Teachers Only.

This plan carries children thru the five years of the primary grades under two teachers only. This is a decided advantage in character building. A new teacher with new peculiarities, for young children, every year, calls for an unnecessary expenditure of time and influence, for both teacher and pupil, in making mutual adjustments, takes a full month at least, or one tenth of the full school year.

### Assorting Pupils.

By the time these five years are passed, the child (now ten years of age) will have studied all the fundamental operations in whole numbers, and the simpler operations in common and decimal fractions: He will also have studied the principals of capitalization, punctuation, and

the ordinary composition of the English language. This primary work if at all well done will have clearly shown whether a child is the more naturally adapted to the study of arithmetic or of language. The next step is to select whichever of these two fundamental thought developers is best adapted to each child, as the chief instrument to be used to develop his thought power.

It is not only a waste of time, it is a wrong to both pupil and parent to insist that a child who has no arithmetical talent shall spend time on arithmetic (or mathematics) in any form after leaving the primary grade, where it has already been compelled to master as much of arithmetic as comes into the practical life of almost all men and women.

It is torture to train any child's thought power, by tasks that are antagonistic to the child's nature. The object of a practical school is not to turn out either arithmeticians or grammarians, but *thinkers*. To use an arithmetic to spur thought, when a grammar will do it in half the time, or to use a grammar when an arithmetic will do it in half the time, is too much like using a spoon to carve a hen, or a table knife to saw wood.

(To be continued.)

## A Janitor's Soliloquy.

I don't think that girl in the third grade is going to do at all. Patrolman Maxwell told me she got the place because her marks were so high. He wanted it for his own girl, but the Maxwells ain't any great shakes on education and intellect, and this particular Maxwell girl is a regular numskull, so this girl that got the job beat her out of her boots at the examination.

But to my mind she ain't no kind of a teacher to have. She's a blamed sight too independent and altogether too sassy, she'll learn it to the kids, and there won't be no living with 'em. 'Twouldn't make so much difference if they was boys, but it's an awful thing for girls to get into the way of standing up for their rights.

Just a month to a day has she been here, and three mortal times has she read the riot act to me. The first time it was too hot. She took the thermometer and stuck it into my face. "Look at that!" says she. It marked eighty-two degrees, one of them hot days we get sometimes in October, you know. "Well, what of it?" says I. "I can't help it's being hot out-doors, can I?"

"No, but you can help turning on the heat and adding fifteen degrees to the out-of-door heat," says she, and she pointed to a thermometer she'd hung outside the window. Then she flourished a copy of the Rules and Regulations for Janitors in front of me, me that can control a hundred votes in a ward where her father's nothing but a minister with no influence and a beggarly salary, and she says, says she, "I notice here that the Rules and Regulations say that 'it is the duty of the janitor to keep the temperature of the class-rooms not below 67° and not above 70°. If you thought best to keep up a fire last night you should have come in here this morning and opened the windows and turned off the heat. If this occurs again I shall report you to the principal;" and she stood there and looked me straight in the eye as impudent as you please.

"The principal won't do nothing about it," says I, "he never steps out of his province."

"Very well, then, I'll report you to the board," and she turned on her heel and walked off.

I made tracks for the member of the board from our ward, the man that got me my job ten years ago, when he was on the board before, and complained of her, right away, and if you'll believe me, he said she was quite right. That the school was kept for the children, and children couldn't study when they were stewing.

Well, the next time was when that awful cold snap came on. I always keep the thermometer pretty near the register in cold weather and I fasten it just out of a woman's reach with a double-pointed tack drew in pretty firm. I let the fires go out the night before, that was

Thursday night, calculating to run thru Friday without heat, the weather was so warm, and the board keeps up such an infernal cackling about expense. It came on cold in the night and I didn't get around quite's early as I'd ought to in the morning, and of course, the place wasn't so *very* warm come time for the teachers to begin to get there, but the thermometer all round said 62°; that was only five below regulation, and I thought we'd get thru all right.

But at half past eight, sharp, down comes Miss Smart into the basement, with them Rules and Regulations in her hand. "It is just 48° in my room, Mr. Smith, altogether too cold for the children." I told her she couldn't see straight and she took me up stairs to convince me, and what had that minx done but take down that thermometer and tack it up on the cold side of the room, about four feet from the floor. "No wonder you think it's cold," says I, "look where you've got the glass."

"That's where the children have got to sit," says she, "it's on the line of their average height when they're at their desks. If I had a system whereby I could suspend my children upon gas-jets, or lines, seven feet above the floor, your manner of marking the temperature would be a most efficient one, Mr. Smith," says she, sarcastic as you please, "but unfortunately, that is out of the question. Now," she went on, "I propose to teach in a comfortable room this winter, and this is the way I'm going to bring it about. I shall make a note of the temperature six times every day at stated times, and then, if it is at all out of the way, I shall send a copy of it every Friday night to the superintendent of janitors." There ain't one teacher in ten in the city knows that there is a superintendent of janitors; he mostly spends his time buying supplies and such like, but when he does start round he's a tartar; used to be a sea-captain, they say, and he's got a tongue worse than Miss Smart's; so I've been pretty careful about the heat ever since.

The third fight came off yesterday, and by gum, I reckon I've got her this time! She's one of them school-ma'ams that stays round until all hours cutting and pasting, and drawing on the board, and filling her room up with trash. She's got portfolios against the walls, and a fernery, and plants, and goldfish and a bird, and I heard her telling one of the other teachers she was going to have a *swarm* of bees. I expect she'll have a *whale* next. She lets the kids help her take care of them, and then she lingers around after that, just to keep me from doing my work, so that it's most six o'clock before I can get home.

Well, I happened to be reading over the Rules and Regulations on my own account night before last, and I see it said that the sweeping on school nights must be finished before half-past five. I knew what 'twas for to save gas, but quick as lightning I see what a handle it'd give me, so last night when it got to be quarter past five and no signs of her going, I went into her room, and

I flourished the rules and regulations in *her* face, and I says, "It is impossible, Miss Smart," I says, "for me to attend to my duties properly, when you stay so late, please to read this," says I. She read it, and she flushed up considerable, and she says, "You should have told me before, Mr. Smith. I *must* do my work, but, hereafter, I will leave my room promptly at ten minutes past four on Wednesdays and go up into the teachers' room and wait until it is swept, and then come back and do my work."

"That won't do," says I. "I can't calculate on always getting into a certain room at a certain time, if you'd go home at a reasonable time same's the other teachers does, 'twould be all right."

Then she ups and tells me, in a lofty polite kind of a way, that if I'd mind my business she'd mind hers, and she said I'd interfered more with her in the month she'd been there than ever a principal or a superintendent had before. I didn't say much, but I give her to understand that I didn't consider her no lady and I went off.

I'm just going down to the office of the superintendent of janitors to complain that I can't do my duty because one of the teachers don't obey the rules. He'll report her to the superintendent of schools, and then we'll see.

Two hours later.

Well, I vum, if that don't beat the Dutch. When I got there he said he knew all about me, that he'd been hearing about me for a month. Said that Miss Smart is his own neice, and that he never knew her to tell a lie since she was born, and that if I didn't tend up better he'd get me discharged, influence or no influence, votes or no votes, votes be blowed. That ain't all he said, but that's the gist of it, the rest was more of the same kind.

I tell you, I can see where that girl got her tongue from, now. I heard once he took his niece round the world with him, and it's true right enough.

What's the world coming to, anyway, when a girl with only one vote in the family and him a Prohibitionist can stand up to a man that holds more'n a hundred votes in his hand, and beat him too, by jingo?

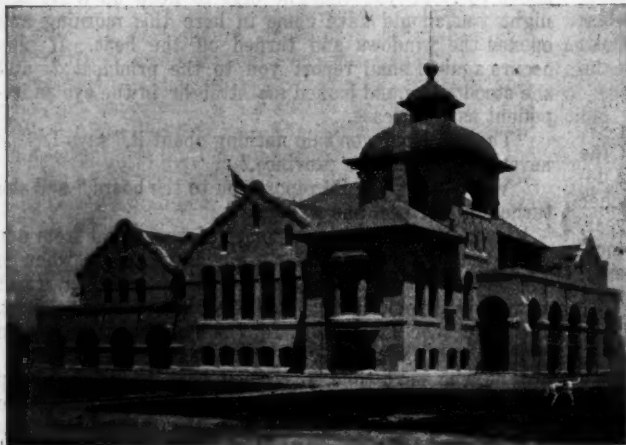
CYRIL NORFOLK.

## Care of Pianos in School-Rooms.

By ROBERT BRUCE, New York.

While only a small proportion of American schools are provided with pianos, the number so equipped is not small, and, to teachers in such, a few remarks concerning the care of the instrument may be of interest and value. The body of the piano is constructed almost entirely of various kinds of woods and metals; cloth, skin, and felt being used also in the mechanical portion. For this reason atmospheric changes have a great deal of effect upon the quality and durability of the instrument, and it is necessary to protect it from all external influences which might affect the materials of which it is composed. It should be placed so as to be shaded from the hot rays of the sun, and also kept out of draughts, and, above all else, be guarded as much as possible against sudden changes in temperature. As the latter is a most frequent cause of musical instruments getting out of tune, a piano should be kept as far as practicable in a temperature not lower than fifty-four degrees, and not higher than eighty-six degrees Fahrenheit. When too cold, the wood, cloth, and skin swell, and the mechanism works badly; and when too warm these materials shrink, and tend to produce clicking, squeaking, and other disagreeable sounds.

Moisture is the greatest single enemy of the piano, and it cannot be too carefully guarded against. Dampness will eventually destroy every good point about the instrument. The tone becomes dull and flat, the wires rusty and easily



High School, Long Beach, California, 18 miles south of Los Angeles.



broken, the joints of the mechanism stiff, the hammers do not strike with precision; and if these symptoms are not attended to with intelligence and promptitude, the piano may be permanently injured, or even ruined. Therefore, do not place a piano in a damp corner of the room—if any such unhappily exist—or between two windows, or between the door and a window between which there is a thru draught. Never leave the instrument open when not in use, and above all, when the school is being cleaned. Do not place it near a stove, chimney, or hot air heating pipes. Always see that the keys are well wiped after allowing anyone to play upon it. Never pile books, music, or other heavy articles on the top, nor allow this to be done by others. Let all be careful, when using the soft pedal, not to thump the notes. Do not allow five note or other exercises of small compass on a piano. A leather cover should be kept over the instrument when possible, and removed every day for the purpose of dusting. A cushion of wadding, or a strip of flannel, laid on the keys will help to keep them white, and preserve the polish and finish. Never leave the piano open after the school is closed for the day. If you are obliged to have it in a damp place, do not place it against the wall; and it is well also to have it raised from the floor by means of insulators of approved patterns. When occasion comes, employ the best tuner you can get. If a new instrument, let it be tuned every two months; if an old one in good condition, once in three or four months will usually be sufficient.

### Commercial Schools in France.

There is no doubt that Germany, with its effective well-organized commercial schools, is teaching the nations of the earth a lesson. An anonymous writer in the March number of *La Revue de Paris* makes a strong plea for better advanced commercial schools in France.

Speaking of the relative decline of the commerce of France he says that during the last decade the foreign trade of Germany has increased by about \$45,000,000; that of the United States by about \$40,000,000. Meantime the commerce of France has gone ahead to the extent of only \$40,000,000. This poor showing is in the writer's opinion, due, not to the lack of enterprise among French merchants, but to lack of professional education.

He then traces the growth of the French secondary schools of commerce from 1871 when a society at Havre opened a business school with twenty-six pupils. Paris, Bordeaux, Lyons speedily followed suit. All over the country schools sprang up which offered certain practical courses. They were useful; their courses were well planned and their methods of instruction progressive. Yet they contributed little to the economic development of the country. They were run upon short-sighted principles, with a great deal of attention to the minutiae of business practice but with little to the larger side of commerce. They were practically business schools, with courses in stenography, typewriting and the like, but with far too little attention to the modern languages, to international law and to geography. Their usefulness was limited by their lack of comprehensiveness.

#### Reorganization.

In 1889 they were reorganized by the government and became semi-public institutions. They had to accept a definite course of study or go out of existence. This course was fixed at two years. The number of pupils admitted to each school was limited by law, and admission was determined by *concour*. All graduates were granted two years immunity from military service. Even in this there was a hardship. Of those who entered a school, only four-fifths could be graduated. All might have won the diplomas, but one-fifth of each class received neither diploma nor military exemption.

Such is, in a general way, the condition of French commercial schools to-day. They are creatures of a system of cast-iron regulations. Of them the author has this to say in closing:

"We have got to have the courage to admit it: the general condition of the commercial schools is scarcely better now than it was in 1889 when the government took them in hand. The number of candidates for admission has largely increased, but it is a known fact that the exemption from military service is the bait that draws. If the principle of exemption were given up, the schools would find themselves just where they were in 1889.

"Are they profiting by the present clamor for better commercial instruction? Naturally, they are not, for with the number of pupils limited, they cannot increase their revenues. More pupils would mean more fees. For the development of a first-class commercial school money is needed, but these schools can get no more in one year than in another. Add to this stagnation the fact that many of them have old debts, contracted before 1889, and you will see why they do not advance.

"The minister of education, who understands the situation perfectly, is doing his best to get these schools into line. Yet he does not dare to attack the basic principle of their organization. Each one of them is strong in its traditions and in the support of some Chamber of Commerce. In his attempt to get greater efficiency, the minister every year making the entrance examination more difficult. So far his efforts have not been crowned with success. He would do much better, if he would leave the schools free to recruit their numbers where they can, to take in the way of fees just what they can get. In other words he ought to insist upon their accepting their own independence. In so doing he would help not only the school but the whole nation. Not by forcing up the standard of admission, but by making commercial education possible for more students will the economic problem of France be solved.



A SUDDEN SHOWER.

From "Child-Rhymes," by James Whitcomb Riley, published by The Bowen Merrill Company.

### Obligation of the State.

"The whole nation is interested in the development of our commerce and our industry. Lower rates of interest have thrown into the world of business thousands who would otherwise have been gentlemen of leisure. The overcrowding of the liberal professions is making young men turn to productive industry for a livelihood. People are coming to understand that they can live well and independently thru the practice of the agricultural, industrial, and commercial professions. Upon the state rests an obligation to train the coming generations in these professions. This obligation has long been felt, but results have so far not been successful. There is no occasion for discouragement, but there is need of clearness of vision. We ought to demand a new reform—one which by means of more home-rule, shall grant the independence of each school and free competition between schools."



### Educational Exhibit at Paris.

The announcements, general and special, regarding the exhibits at the exposition of 1900, have been sent out. The fair will open April 15, 1900, and will close on November 5. The total area occupied by the exhibits will be 336 acres. The educational section is going to be one of the notable features, and great things are expected of the United States. In a recent interview the director of elementary education in France was asked what France hoped to find in the American educational exhibit. He replied: "Every one who is familiar with the educational system of the United States refers to it as more *practical* than any other national system. We hope that you will send to Paris an exhibit containing an explanation of this word 'practical,' and if we find that it means something more desirable than what we are now doing in France, we are ready to develop our own educational system along similar lines."

The space assigned to the United States is not wholly adequate, being only about 3,500 square feet. Naturally it will be impossible to make individual assignments to state or city systems or to institutions. The space will be divided equitably, according to several classes and within a certain class the exhibits of a city system or institution will be arranged together. The following directions for preparing written work, arranged by Howard J. Rogers, director of the department of education and social economy, will be found useful:

- (1) Pupils' work should be written on paper 8 x 10 inches in size, except in the subjects of drawing and botany.
- (2) The paper should be of a good grade, and at the left of each sheet a margin of  $1\frac{1}{4}$  inches must be left for binding. Three-fourths inch margin is recommended on the other sides. Pupils may write on one or both sides of the sheet at the option of the teacher, care being taken to preserve the binding margin.
- (3) The various standard sizes of paper used in drawing and in mounting botanical specimens may be used. The same margins should be left as noted above.
- (4) At the top of the first sheet of each pupil's work should be written the name, age, and grade of the pupil.
- (5) Only regular class work is desired. As a suggestion we recommend that the first draft of the work by the pupil, with the teacher's corrections in different colored ink or pencil, be followed by an "improved" draft embodying the corrections. Volumes of selected work in any subject may be shown provided its nature is fully set forth.
- (6) Wherever the subject demands it, a single set of questions, neatly written or printed should precede the answer papers in each subject. The answers should be numbered to correspond, but the questions are not to be copied by the pupils on their answer papers.



Flowers of California. Hydrangea, Los Angeles, Cal. (N. E. A.)

(7) The written work in each subject should be preceded by a "Teacher's Statement" blank carefully filled out. These blanks will be furnished by this department on application.

(8) The work of one grade in one subject should be arranged for binding by itself. If convenience in binding demands it the department will select the subjects to be combined in a volume.

(9) For the sake of uniformity this department will supervise the binding of pupils' written work. All such work must therefore be sent unbound, and very carefully arranged in the exact order in which it is to be bound. The cost of binding, done at low contract rates, will be assessed on the locality contributing the work.

(10) A photograph of the class as a frontispiece to each volume would add greatly to its interest.

(11) All work in drawing designed for exhibition on wing frames must be sent unmounted.

(12) At the time of sending each package to the department, mail an invoice containing the name of each separate exhibit and its exact dimensions.

(13) All written work for the Paris exposition should be done before the close of the present school year and be forwarded to the Director of the Department of Education and Social Economy, Albany, N. Y., not later than June 15, 1899, and as much earlier as convenient.

Special requests have been sent out to city superintendents of schools calling for (1) photographs of five of the best schools in each city, (2) copies, bound in leather, of annual reports, (3) copies of administrative blanks, (4) special features which can be contributed. Besides the work of the public schools, the commission wishes to make a great deal of the exhibits of the colleges and normal schools.



## The Mechanics of a Book. I.

By CHARLES WELSH.

"A Book's a Book altho there's nothing in 't."—Byron.

The following papers propose to deal with the material book, and not with its literary, ethical or any other content. Viewed simply as a piece of mechanism, the printed book is full of instructive interest. It may not be necessary to know all about Caxton and Baskerville, about the Magazine, the Tyndale, and the Coverdale Bibles, about Albert Dürer and the Bewicks, to know what is an Elzevir or an Aldine edition, or to be familiar with the work of Grolier and the other famous bookbinders, but every one must be the richer for such knowledge, which cannot fail to be an added source of pleasure and enjoyment in reading. The romances of the early printers, both in Europe and America, are full of instructive and useful lessons, besides being picturesque and interesting, while the history of the methods of printing, illustrating, and binding of books furnishes a wonderful picture of material progress during the last four centuries. It will not, of course, be possible to cover all this ground in the present article, but it is hoped that they will awaken interest in the subject both in teacher and pupil and prove helpful by giving some knowledge of the technics of the book to those teachers who desire to promote and foster the use of the public library in association with the school work.

### Various Forms of Records.

It would be a fascinating task to trace out the development of the book in connection with the intellectual development and progress of mankind, and to show how, as each new need has arisen, mechanical inventions have stepped in to play their necessary part in the evolution of the perfect printed book as we know it to-day. From the earliest dawn of civilization men have felt the necessity of records. They have graven their theological systems, their historical and scientific records on stone, and have used the pliant clay for the same purpose, by stamping them upon it and afterward burning it into bricks. Some of these bricks have been worked into buildings and have thus been preserved, and some have come down to us in other forms. Tablets of wood, slate, horn, ivory, and the metals have each in turn been employed to receive the records of the past: the leaves of trees, and of other plants, notably those of the Egyptian reed—the papyrus—being some of the oldest writings that have come down to us—have been pressed into the service.

Later on the skins of animals in the form of parchment and vellum were used and on this were written most of the precious manuscripts multiplied by the monks and religious houses during the dark ages. Apropos of the Greek rolls of parchment manuscripts on which they lavished the most marvelous and costly decoration, it has been suggested that The Golden Fleece which Jason and The Argonauts went to seek, was a book written on the skins of sheep which contained the secret of making gold.

### Meanings of Words for Book.

The very root-meanings of the word which stands for book in the different languages of the world, enshrines the story of the materials of which it has been made or the manner of its manufacture at different times and in different places. For example, the Coptic word for book means volume. The Chinese is made up of two characters combining the idea of a pencil, and to speak. The Sanscrit signifies binding or fastening together. Both the Arabic and the Hebrew come from a root word meaning to write. The Greek word signifies the inner rind of the papyrus, and the Latin the inner bark of a tree, while the English book is either from the Gothic *boka*, letter or writing, or else from *boc*, beech, because the early Teutons wrote on beechen boards. The picture writing of the American Indians, the rude carvings of savage tribes in other parts of the world are all being practiced to-day and it is not unlikely that there may be found in operation at this very time in different parts of the globe, every one of the methods of printing or its equivalent which have been used ever since the art of making records was first prac-

tised; the Chinese, for example, are still printing their books exactly as they did two thousand years ago.

The marvelous difference between a block book, that is a book printed from wood blocks carved in relief, and the first books printed in movable type show an enormous forward stride. And it may be said that when this art was discovered the book as we know it to-day was born. Altho the early printed books are called *Incunabule*, or "books of the cradle," or infancy of the art, it may be said that the book was mature at its birth, for the earliest printed books, in nearly every detail of their manufacture, have never been excelled either in artistic or mechanical perfection. Indeed the Mazarine Bible printed in 1455 is one of the most superb specimens of the art of printing extant and with all our "nice implements and means of art" it would be hard to-day to "compass such another."

### Print of Early Books.

For clearness of impression, brilliancy, evenness, and permanence of color many of the books of this early period are unexcelled by any modern productions, and the best efforts of the modern revivalists of the style of the first printers, such as the late William Morris or our own De Vinne press, scarcely equal, and certainly do not surpass, the treasures that have been preserved to us from the fifteenth and sixteenth centuries. All the resources of modern machinery have cheapened and made the book more accessible but have not made it more beautiful or more enduring. The art-craft of printing burgeoned, blossomed, and bore fruit in one glorious moment.

### The True Origin.

The actual facts about its origin and invention have, however, never been accurately and precisely ascertained. Many of the stories of its beginnings are mythical to a great extent, and the names of different claimants in different countries to be its inventors have been in dispute for centuries. The first printed books were palmed off on the public as manuscripts and the number of these pseudo manuscripts in existence speedily became so great that they were said to have been multiplied by the aid of the evil one. Hence printing has, for more reasons than one, been classed among the black arts. The first printed books had no title pages, no head-lines and no paging: at the end it was customary to print a colophon such as the manuscripts usually contained, which was an inscription setting forth the name of the printer, the place of the printing house, and the dates of the beginning and completing of the work. But this went entirely out of use in the last century and is only used to-day in modern books by those which affect the ancient style.

The first types used were in imitation of the gothic letters used by the monkish scribes and the spaces for initials and capital letters were left to be put in by hand, and in color, so that the books should more closely resemble the manuscripts of the time.

### Variety in Spelling.

In the days of manuscripts, when books were few, the dialects of different parts of England were far more marked and distinct than they are now. The language spoken in various parts of the country, differed greatly, while the spelling varied according to the taste and fancy of the speller. Sam Weller with his "put it down a *we*, my lord, put it down a *we*" was not more promiscuous, for every one spelt as he thought sound should be represented by letters, a practice which continued until a much later date, as is testified by the diverse ways in which Shakespeare wrote his own name. But at that time even such a common word as baby was written, *babi*, *babee*, *babie*, and *babby*, and candle appeared as *chandel*, *candelle*, *candle*, *candel*, *candal*, and *candell*.

Caxton, the first English printer did much to help settle the English tongue in this respect in the books he translated and printed. He made a vocabulary partly from that of the educated nobles and partly from that of the ordinary common folk. He spelt all his words on a uniform plan in all his books and thus the art of printing did much to help make the English language one tongue, out of the many of which it is composed.

## Letters.

### Is Cultivation of Ambidexterity Justifiable?

One frequently sees items in the newspapers relative to the importance of ambidexterity, recommending that children should be taught to use the left hand as well as the right hand, or perhaps stating that some nation is making arrangements to introduce the same training for the left hand as for the right hand in its schools. I write to inquire if there is any scientific information extant regarding the causes of right-handedness and the effects of left-handedness on the general health. It is evident that a scientific investigation should take up among others the following questions:

1. Why is the position of the heart not central but the bulk of it to the left side? Does the position of this important organ, that is moved by the involuntary vital powers, have any relation to the right arm which is the chief organ of the voluntary power of the will? Does it not have an injurious effect upon an involuntary organ, say the heart or any one of the digestive organs, to cultivate the muscles lying around the organ and bring them frequently under the prolonged power of the will?

2. Is not the left lobe of the brain employed in voluntary or conscious will actions? Is it not probable therefore that the right lobe deals more especially with involuntary or vital activities? Or a third supposition is possible, namely that the right lobe of the brain should have to do with voluntary motions that have become habitual and the left lobe with motions which depend upon conscious volition or with variations from what is mere habit.

3. Would not ambidexterity interfere with the specialization of the brain and therefore have the danger of producing an interference with the vital functions which ought to be as far as possible from voluntary, or, secondly, increase in an unnecessary manner the element of conscious choice, for instance in deciding anew on each occasion which hand, the right or the left, should perform any given action?

4. Considering the fact that there is a lack of symmetry in the viscera (the liver for instance is on the right side while the spleen is on the left and the heart, as before mentioned, mostly to the left of the middle line), is it not probable that the selection of the right arm as the chief organ of the will has a justification in the necessity of protecting the movement of the vital organs not only of the heart as mentioned but also of other organs.

It seems obvious enough that there should be careful physiological consideration in these matters before so important a step in education should be begun. The probabilities have seemed to me to point towards an important hygienic reason for right-handedness, and I am not aware of the existence of any really scientific investigations of a sufficiently thoro character as to warrant any educational changes in the direction of ambidexterity.

W. T. HARRIS, Commissioner.

U. S. Bureau of Education, Washington, D. C.

### Bible Stories.

Of the making of books there is no end, and knowledge is brought down from high places and thinned out into intellectual gruel, so that much of it can be assimilated by very small children. Indeed so far has the process of adulteration been carried on in the manufacture of intellectual pabulum—somewhat after the manner of preparing Vermont Maple Syrup out of its native habitat that an able-bodied reader could occupy all his time in reading these works as they teem from the press, and then he would still be far in arrears at the end of each year.

This kind of literary work is not an unmixed evil; neither would I restrict it, for it has a real value if it does not come too high.

Admitting all there is in it, yet why does not some one,

with more leisure than any other marketable commodity, write a series of "Bible Stories" for the budding minds of this country? If the objection be raised that the Hebrew literature of the Old Testament is out of place in a system of public schools, or that the teachings of the Nazarene and His followers in the New Testament, would violate certain fundamental principles of our form of government, I simply shake my head and answer—"Not after you hear what I have to say on this subject."

There was a time when I, as a very small specimen of an American citizen, listened with delight, very great delight, to the story of Adam and Eve in the Garden of Eden as it was told by my mother, my father, or my grandmother, and that early history sank deep into my heart. I did not tire of it. So of Cain and Abel. Then Noah and the Flood. How the Dove was sent out from the Ark and returning had found no place for its feet to rest, and finally, how it brought back the Olive leaf in its mouth, and so the stories were told on thru the Old Testament, and then into the New, touching here and there on the capital points. Such stories make lasting impressions on the child-mind. But this is not all. There are numerous extracts that can be taken as bases for much valuable instruction in regard to the conduct of life. These lessons, if properly presented, would have a good influence on the minds of children—better than the myths of other nations, ancient or modern.

Two books, one on the stories of the Old Testament and the other on the New Testament, should be prepared as supplementary readers in simple language, and I dare say, so far as character making and heart feeling are concerned, they would be the most effective helps that can be secured from any source of literature. For those who reject the New Testament, the Old could be used.

No one pretends to take the old classic stories and dish them out unadulterated to small children, neither can it be done successfully with extracts from the Bible. This has been tried and the selections are excellent, especially the selections made by Dr. Schaeffer. But Bible extracts pure and simple, are a little too strong for young mental stomachs, hence the kinds of stories I have indicated.

While we are running wild after Greek, Roman, Norse, Indian and other early literature, the plea I would make is—let us not forget the great value of the Hebrew literature and its effects on the minds and hearts of our children. Will not some one fall to and write two little books?

J. M. GREENWOOD,

Kansas City, Mo.

Superintendent of Schools.

### A Question of Control.

In a school of ten or twelve teachers the principal assists the highest grade teacher by receiving from that room to his office three classes for recitation during the day, during which time the teacher has recitation with the other section in her room. The rest of the day is given to work in which the whole room forms one class and when not in recitation there are three study periods.

If at any time the principal enters the room, to what extent is he responsible for the discipline? Should his presence in that room at any time and for any period relieve that teacher of the government of said room and the principal instantly assume control? Why should not the same relations prevail here as in any of the rooms lower from which the principal does not regularly receive a class—except that possibly the co-operation be a little more direct or close to inform the teacher of any disorder like whispering without permission, etc. While the principal stands ready promptly to assist, sustain, and receive such cases for discipline as are referred to him, is it not reasonable and just that the same teacher in the highest room is as directly responsible for the charge and government of her room as any other teacher in the building?

Any information on this subject or reference to a fuller classification or distinction of the principal's responsibilities and duties will be highly appreciated.

SUBSCRIBER.



## National Educational Association.

LOS ANGELES, CAL., JULY 11-14, 1899.

The following table showing basis for rates as tendered by the terminal lines is taken from the Joint Rate Circular issued April 17, 1899, by The Southern Pacific Company, The Santa Fe Railway System, and The Union Pacific Railway Company:

## TO LOS ANGELES AND RETURN.

FROM	Via direct lines both ways (with privilege of diverse route)	Via El Paso or Deming or Bartow one way and via Shasta Route the other	Via Ogden one way and Shasta Route the other
Missouri River points and Columbus Kans)	\$52.00	\$64.50	\$69.50
Houston and Mineola.....	52.00	64.50	69.50
Galveston.....	53.50	66.00	71.00
New Orleans.....	59.50	72.00	77.00
St. Louis.....	59.50	72.00	77.00
Chicago.....	64.50	77.00	82.00
St. Paul or Mpls.	69.90	72.40	77.40

## Preliminary Program of General Sessions.

JULY 11, 12, 13, 14.

President's Address. Prin. E. Oram Lyte, state normal school, Millersville, Pa.

A New Policy for our New Possessions. Dr. W. T. Harris, commissioner of education, Washington, D. C.

A History of Schools in Hawaii. Mrs. Emma L. Dillingham, Honolulu.

The Education Problem in Hawaii. Hon. Henry S. Townsend, inspector general of schools for Hawaii.

The Average Scholarship of the Average Pupil. Sup't Frank Rigler, Portland, Oregon.

Fatigue among School Children. Prof. Will S. Monroe, state normal school, Westfield, Mass.

How far the Universities are Responsible for the Existing Conditions in English in the Secondary Schools. Miss Mae E. Schreiber, Madison, Wis.

Growth of Confidence between High Schools and Colleges. President Robert B. Fulton, University, Miss.

(Subject to be supplied.) Mrs. Helen L. Grenfell, state superintendent of public instruction, Denver, Colo.

(Subject to be supplied.) Col. Francis W. Parker, principal normal school, Chicago, Ill.

Fundamentals in Teaching. L. D. Harvey, state superintendent of public instruction, Madison, Wis.

Usurpation of Home by School. Sup't Aaron Gove, Denver, Colorado.

The Development of Moral Character. Prof. G. W. A. Luckey, Lincoln, Neb.

An Evolution in Ethics. Prof. S. T. Skidmore, girls' normal school, Philadelphia, Pa.

The Religious Element in the Formation of Character. Rt. Rev. George Montgomery, Los Angeles, Cal.

The "Manifest Destiny" of Popular Education. Sup't C. B. Gilbert, Newark, N. J.

The Spirit of the Classics. Mrs. Josephine Heermans, Kansas City, Mo.

Discussion opened by Sup't Chas. M. Jordan, Minneapolis, Minn.

(Subject to be supplied.) President David Starr Jordan, Leland Stanford, Jr., university, Palo Alto, Cal.

The Outlook in Education. Dr. Nicholas Murray Butler, Columbia university, New York City.

Progress in Public Education. Sup't F. Louis Soldan, St. Louis, Mo.

Educational Journalism—an Inventory. C. W. Bardeen, Syracuse, N. Y.

The Function of Educational Journalism. George P. Brown, Bloomington, Ill.

The Obstacles to a Strong Educational Press. William George Bruce, Milwaukee, Wis.

Ideal and Practical Considerations in Educational Journalism. Ossian H. Lang, New York City.

Educational Journalism—Its Tribulations and Triumphs. John MacDonald, Topeka, Kan.

The United States Exhibit at Paris. Hon. Howard J. Rogers, Commissioner to Paris Exposition, Albany, N. Y.

(Subject to be supplied.) President A. E. Bryan, Pullman, Washington.

A Professional Spirit as Influence. Dr. E. A. Winship, Boston, Massachusetts.

(Subject to be supplied.) Hon. Nathan C. Schaeffer, superintendent of public instruction, Harrisburg, Pa.

(Subject to be supplied.) Hon. G. R. Glenn, state superintendent of public instruction, Atlanta, Ga.

NATIONAL COUNCIL OF EDUCATION. (July 8-10-11.) A. R. Taylor, President, Emporia, Kan.

The council will meet at 2 P. M., Saturday, July 8, and will hold six sessions before the opening of the general association.

The subjects of the papers to be discussed will be announced in the May Bulletin.

SCHOOL ADMINISTRATION. (3 P. M., July 13 and 14.) E. F. Bradt, President, Ishpeming, Mich.

President's Address.

School House Heating, Lighting and Ventilation. Charles Cassat Davis, Los Angeles, California.

Discussion. Thomas Hailey, Pendleton, Ore.; Lyman Evans, Esq., Riverside, Cal.; P. W. Wright, Ishpeming, Mich.

Employment and Dismissal of Teachers. Eric Edw. Rossling, Tacoma, Wash.

Discussion. Sam F. Smith, San Diego, Cal.; E. Morris Cox, Santa Rosa, Cal.; Prof. A. B. Coffey, Seattle, Wash.

What shall be the Basis for Teachers' Salaries? Dr. E. W. Carll, Oregon City, Oregon.

Discussion. Hon. W. Byron Daniels, Vancouver, Wash.; Dr. C. D. Ball, Santa Ana, Cal.; Wm. S. Mack, Aurora, Ill.

Quo Vadis School Boards? Wm. Geo. Bruce, Milwaukee, Wis.

Discussion. Alfred Lister, Tacoma, Wash.; Dr. F. R. Burham, San Diego, Cal.; Hon. L. M. Curl, Albany, Ore.

Duty and Function of Board Relative to Selection of Text-Books. Hon. H. H. Shedd, Ashland, Neb.

Discussion. Dr. W. E. Carll, Oregon City, Oregon; C. A. Edwards, Santa Barbara, Cal.; C. P. Bennett, Tacoma, Washington.

The School Board and the Public Press. C. A. Edwards, Santa Barbara, Cal.

Discussion. W. F. Waterman, San Diego, Cal.; W. A. Purington, Riverside, Cal.; Mrs. Ella J. Fifield, Tacoma, Washington.

THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA. JOHN McDONALD, President, Topeka, Kan.

Will hold a business meeting—for members of the Press Association only—on Wednesday afternoon, July 12th, at 3 P. M. All members are expected to be present. Officers are to be elected, and there will be other business to transact.

## NOTES.

The final program bulletin will be issued about May 15. Department presidents are requested to send revisions and additions to the secretary before that date.

The executive committee are pleased to report that the promise is excellent for a very large and successful convention at Los Angeles. The interest in every state is already very great and is rapidly increasing. The local committee are sparing no pains or expense in acquainting the teachers of the United States with the attractions of Southern California as a vacation field and in making large provisions for the reception and entertainment of the convention.

Applications for hotel or boarding accommodations or for other local information should be addressed to Mr. Frank Wiggins, Secretary of the Local Executive Committee, Chamber of Commerce, Los Angeles, Cal.

IRWIN SHEPARD, Secretary.

E. ORAM LYTE, President.

## Two "School Journal" Parties to Los Angeles.

One party just forming will leave New York City via New York Central R. R., and go by way of Michigan Central R. R. (taking in Niagara Falls) to Chicago, and there take the most direct route to Los Angeles (the Atchison, Topeka, and Santa Fe railroad). The return will be by the Northern Pacific. The cost of the trip including the National park excursion and all expenses for sleeper, meals, hotels, etc., need not exceed \$230. Those who cannot take in the Yellowstone will get along most comfortably on \$180.

All who wish to go with this party from New York city or join it at either Albany, Buffalo, Chicago, Kansas City, or stations along the route, are requested to write to Ossian H. Lang, 61 East Ninth St., New York.

Another party will leave New York city July 1, at 2 P. M., for a trip that will cover a distance of 8,620 miles. The start will be made from Jersey City via the Pennsylvania railroad, passing over the Horse Shoe Curve and the Alleghany mountains. From Chicago the party will go via the Chicago and Northwestern road. There will be a short stopover in Omaha and a day will be spent in Denver and the Garden of the Gods. After passing by daylight thru the Royal Gorge, the Grand Canon of the Arkansas river, a day will be spent at Salt Lake. The party will reach Los Angeles July 11, to remain three days.

The return trip of both parties will be by way of the Northern Pacific railroads, with a stopover in San Francisco of two days, and a one day's stay at Portland. At Livingston the party will divide, those who return directly continuing on the Northern Pacific to St. Paul and thence going via the Northwestern road to Chicago, with a stopover of a day at Minneapolis and the Falls of Minnehaha. This party reaches New York July 26. Those who make the tour of Yellowstone park will return to New York Tuesday, August 1. Arrangements will be made for any who desire to remain a longer time in California and return independently by any diverse route.

On all railroads west of Chicago meals will be served *a la carte* on the trains or at the stations. The excursion will be personally conducted over the entire route, and the services of experienced railroad representatives will insure every attention for the comfort and pleasure of both parties.

Further information concerning this party may be obtained either from Ossian H. Lang, 61 East Ninth St., New York, or from Associate Superintendent W. A. Campbell, 222 Quincy St., Brooklyn, N. Y. Mr. Campbell will personally conduct the party leaving July 1, and returning August 1.

The cars of the second party will be available for sleeping at all times except during the stay at San Francisco. The entire cost for the round trip excursion ticket, including one double sleeping car berth, is \$155.

## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MAY 6, 1899.

### The Butler-Little Controversy.

The indictment of Dr. Nicholas Murray Butler for charges against Hon. Joseph J. Little, president of the New York city board of education, has been dismissed as is understood, because lacking sufficient grounds. Nevertheless, it will be agreed that the remarks complained of were not made in that dignified spirit to be expected of one who has had the high honor of the presidency of the great National Educational Association; nor did they exhibit the friendly attitude to be looked for in one who represents so noble an institution as Columbia university. It was certainly not in good taste to insinuate that the school interests were to suffer because Tammany had come into power in New York, tho such assertions are common when a change of political rulership has been made. Prof. Butler will probably feel that a suitable apology is due to President Little, and tender it in that generous and genial spirit which he aims to cultivate, and thus close an incident that lacks the atmosphere belonging to educational affairs.

### Text of the Ahearn Bill.

Teachers thruout the country rejoice over the victory won by their colleagues in New York city. THE SCHOOL JOURNAL intimated last week that the passage of the Ahearn bill would mean an addition of \$500,000 a year to the teachers' salary list. On somewhat closer examination it seems that the increase will be far greater and probably exceed one million a year by several hundred thousand. The following is the full text of the new law:

Section 1. Section ten hundred and ninety-one of chapter three hundred and seventy-eight of the laws of eighteen hundred and ninety-seven is hereby amended to read as follows:

§ 1091. Each school board shall have the power to adopt by-laws fixing the salaries of the borough and associate superintendents, of principals and branch principles, and of all other members of the supervising and teaching staff, and such salaries shall be regulated by merit, by the grade of class taught, by the length of service, or by the experience in teaching of the incumbent in charge, or by such a combination of these considerations as the school board may deem proper. Said salaries need not be uniform thruout all the several boroughs nor in any two of them, nor thruout any one borough. The salaries fixed and established and duly payable in the different schools of the territory hereby consolidated as these salaries were on the first day of January, eighteen hundred and ninety-eight, shall be and remain the salaries in the schools of the several boroughs, hereby constituted, until the same shall be changed or modified as provided for in this section. No regular teacher in the public schools of any of the boroughs shall be paid a sum less than six hundred dollars per annum. No teacher shall, after ten years of service in the public schools of said boroughs, receive less than nine hundred dollars per annum; nor shall any teacher, after fifteen years of service in said schools receive less than twelve hundred dollars per annum; and no vice-principal, head of department, or first assistant in said schools shall be paid less than fourteen hundred dollars per annum; and no male teacher after twelve yeasas of service in said schools shall receive less than two thousand and one hundred and sixty dollars per annum; provided, however, that the service of such

teacher, vice-principal, head of department, or first assistant shall have been approved after inspection and investigation as fit and meritorious by a majority of the borough board of school superintendents. For all purposes affecting the increase of salaries of the teachers in any school, the principal of such school shall have a seat in the borough board of superintendents with a vote on all increases of salaries of teachers in said school, the salaries of the women principals in said schools shall be increased by the addition of two hundred and fifty dollars in each year, until they receive the sum of two thousand and five hundred dollars per annum; and the salaries of the male principals in said schools, shall be increased by the addition of two hundred and fifty dollars in each year until they receive the sum of three thousand and five hundred dollars per annum; and no male principal, after ten years of service as principal in said schools, shall receive less than three thousand five hundred dollars per annum; and no woman principal of ten years service as principal in said schools shall receive less than twenty-five hundred dollars per annum, provided, however that the service of such principal shall have been approved after inspection and investigation as fit and meritorious by the borough board of superintendents; but these provisions shall not apply to principals of schools of less than twelve classes. No salary now paid to any public school teacher in the city of New York shall be reduced by the operation of this act.

§ 2. The board of estimate and apportionment is hereby authorized and required to direct the issue of revenue bonds for the purpose of providing funds to carry into effect the provisions of this act.

§ 3. This act shall take effect immediately.

Especial attention is called to the letter from Dr. W. T. Harris, United States commissioner of education. The subject of ambidexterity is certainly worthy of painstaking investigation before thrusting it upon the school course. The tendency is too often to plunge into unknown novelties that appear to be favored with popularity without questioning closely the bearing of the new upon the physical, psychical, and ethical fundamentals. No wonder schools are charged with faddism. Some of the investigations needed to prove the desirability, of cultivating ambidexterity in the schools are trenchantly presented in Dr. Harris' letter.

Mr. Greenwood's letter is also commended to the thoughtful consideration of our readers. The ground taken is debatable. THE SCHOOL JOURNAL will gladly give room for concise discussions of the subject.

No official statement has as yet been made public regarding the rates railroads will make between the Atlantic seaboard and Chicago. THE SCHOOL JOURNAL can say, however, on good authority, that teachers who are going to Los Angeles may safely count upon a single fare for the round trip—a rate that will mean about eighteen dollars from New York city to Chicago and return.

General arrangements have been made for an exhibit of school books and other educational appliances at Los Angeles. About twenty firms have already made application for space. Definite information about assignments will be made later.

Michigan is to be congratulated upon a third normal school. Governor Pingree has signed the bill and Marquette will secure the institution. Menominee and Ishpeming each made strong efforts to obtain the school, and each presented claims proving itself to be ideally located. But there will be no ill-feeling. The upper peninsula has a normal school and for this all are thankful.



The Child Study number issued in April proved so popular that an effort will be made to continue this as a monthly feature, thru the present volume. The next number will contain a contribution by Supt. F. E. Spalding, of Passaic, N. J., presenting one practical line of child study; a report of the observations of children's ideas of beauty, by one of Dr. Spalding's assistants; and suggestions concerning child study in mothers' clubs, by Mrs. Chancellor, of Bloomfield, N. J. The number will also contain an article by Prin. Conover, of San Diego, Cal., treating of the pupil as an individual, and describing and explaining a very valuable record of which mention was made in THE SCHOOL JOURNAL for January 7 (page 22). The continuation of Mr. Kipling's "Baa, Baa, Black Sheep" may also be looked for next week.

At the opening of the first board school in Bedford, Eng., the Duke of Bedford delivered a notable address, in the course of which he said that it might be disputed whether education was one of the first duties of the state, but there is no doubt that it is one of the first necessities of a self-governing people.

Forty years ago everybody looked to education for the solution of all the problems of society. Since then there has been a good deal of disillusionment. Yet the trouble is not in education, but in half-education. Half-education is the parent of aimless restlessness, of dislike of manual labor, of discourtesy and disrespect, of the tendency to flock to large towns. It is certain that the disagreeable features of popular education will disappear as a better educational system is established.

It is to be hoped in the near future labor will be restored to its old place in the esteem of the whole people and that instead of the conceit of the half-taught man we shall everywhere meet with that humility which distinguishes the truly wise.

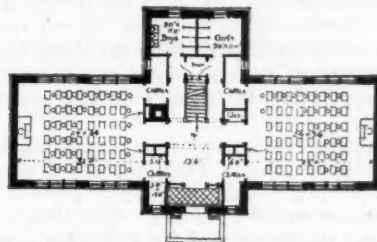
An interesting fact came to light the other day in connection with a Philadelphia school, the plumbing of which had been giving trouble. It was found that the roots of two trees in the play-ground had worked their way thru the cement joints of the terra cotta pipes, and had partially stopped the free flow of the drainage. The

terra cotta pipes were at once taken up and iron pipes substituted.

### A Model Two-Room School-House.

The Second Prize Design by Mr. A. C. Fernald, of Boston, in THE SCHOOL JOURNAL'S second architectural competition, has several points of marked excellence. Attention may be briefly called to them.

Note in the first place the arrangement of light. It comes into the rooms from both sides. It does not strike the teacher full in the face. The windows are of ample size and of a shape to furnish a steady light, especially



upon lowering days. They suggest the windows in a side-light studio.

The arrangement for the children's clothing is such as to promote good order in the school. The division of the cloak-rooms will prevent over-crowding and boisterousness.

The important matter of well-lighted and well-ventilated lavatories has been attended to. The placing is, from the sanitary point of view, admirable. The stairway leading directly down from the entrance to the lavatories is a great convenience to the janitor, who must naturally have some oversight over the plumbing.

Externally the building is sufficiently interesting to be an addition to the school-houses of any village. It will be seen that it is likely to be especially attractive on level or gently rolling ground. It will not look so well among tall trees. The architectural effect is, on the whole, excellent, and is derived more from good proportions than from any elaboration of design. The pleasing variety in the shapes of the windows is worthy of note. So too is the artistic effect of the high chimney, breaking the monotony of the line of the roofs.



Second Prize Design.—Mr. A. C. Fernald, Boston.

## Present Day History and Geography.

### Peace in Sight.

At Calumpit, to the north of the Malolos, the Filipinos made their last stand probably. They had massed their heaviest forces on the further side of the Rio Grande. They had the weather on their side, for so sultry was the day that fifty Americans in one regiment were prostrated by the heat. They were under the command of Gen. Luna, who is apparently a brave and skillful leader.

Yet, with the odds in their favor, they were unable to make even a stand against the Kansas troops. Col. Funston's regiment crossed the Rio Grande and easily dispersed the Filipinos in the trenches. It was made clear that no amount of drilling will make the Malay face a well-directed shower of bullets. Luna and his men slipped quietly away, leaving McArthur's division in possession of Calumpit.

Next morning two envoys from Gen. Luna appeared, bearing a flag of truce. They proposed a cessation of hostilities, pending an agreement upon terms of peace.

Their request was not granted. Gen. Otis, after consultation with the members of the Philippine commission, decided that it would not do to take any step that would recognize the existence of the native congress. Further, it was obvious that the Filipinos would take advantage of the armistice to reorganize their demoralized army. Consequently the envoys returned *rebus infectis*.

Yet the opinion is general that the end is near.

### American Flag on the Amazon.

At this moment the American gunboat Wilmington is a thousand miles up the Amazon river, and is faring toward the foot of the Andes. She will go fifteen hundred miles up the Solimoes to Iquitos, in Peru. This point is only a few hundred miles from the Pacific. The Wilmington will also ascend the Madeira for about six hundred miles, up to the first cataract, near the Bolivian frontier.

There has always been a great deal of mystery about the upper Amazon, and the Wilmington will endeavor to obtain accurate information about the people and resources of this region and the opportunities for extending American commerce.

The Amazon basin, with a scanty population, exports rubber to the value of about \$50,000,000 annually. Indians and half-breed Portuguese are the only human beings who can work in the rubber forests, and they get their own price for their labor. Even they sometimes fall victims to the terrible fevers and miasma.

### The Price of Copper.

One of the interesting features of the last few months in the industrial world has been the rise in the price of copper. This has, of course, been caused by the tremendously increased demand for copper on account of its usefulness in the manufacture of electrical apparatus. It is said that whole communities in the neighborhood of Birmingham, England, have been thrown out of employment thru the scarcity of copper.

Meantime on this side of the Atlantic the speculation in copper stocks has been remarkable. They have all been "marked up." An apparent culmination was reached the last week when a gigantic copper trust was incorporated at Trenton with a capital of \$75,000,000.

This, however, embraces only a few of the American copper mines. If all enter the trust, as it is anticipated they will, a company will have been formed representing at least \$400,000,000, and controlling the production of a metal which is every day in greater and greater demand.

### A Terrible Tornado.

A cyclone on April 27 swept across Schuyler county, Missouri, leaving death and desolation in its path. The village of Kirksville, which was in the direct line of the storm, suffered very severely. Over two hundred dwell-

ings and business blocks were razed to the ground. Reports of the number killed and injured are not yet complete, but it is believed that over one hundred lives were lost.

### The Franchise Tax.

The Ford bill, recently passed at Albany and presumably about to be signed by Gov. Roosevelt, taxes the franchises of corporations as real estate. The principle involved is one that will probably have to be tested in the courts. The New York city officials, at whose instigation it was brought before the legislature, are confident that the measure will stand all tests and will greatly relieve taxpayers' burdens. The corporations, on the other hand, are expressing surprise that so plainly unconstitutional a bill ever got thru.

Many prominent financial people declare that it will be bitterly fought in the courts, on the ground that it taxes the same value twice—once as real estate in the form of a franchise and once as personal estate in the form of stocks and bonds.

The immediate effect of the passage of the bill was a sudden drop in traction stocks.

### The Coming Crisis.

There is something at once fascinating and convincing about the generalizations which Mr. Brooks Adams makes in the April number of McClure's magazine. He foresees an entirely new alignment of international forces. There is forming a European coalition which will endeavor to shut the United States out of the East. On the other hand it is probable that within the next two or three decades the United States will have faced right about and will enclose the Pacific as a great inland sea. In China the battle for the economic supremacy of the world will be fought out.

Meantime it is the duty of this generation to prepare for the coming struggle. In the early part of our century two opposite theories of preparation for national supremacy prevailed.

The French, after Moscow, fell back upon the policy of economy. No nation has ever developed a greater genius for saving and for industry. But mere parsimony does not carry a country forward. With stationary population and stationary commerce, France is not in condition to-day to compete for commercial leadership.

The English, on the other hand, have depended upon their personal energy. They have created wealth, not by reducing expenses, but by increasing effort. In spite of a cumbersome and expensive form of government, in spite of national habits of extravagance, England has built up a great empire and has until recently controlled the markets of the world.

Within the last two decades, however, Great Britain has encountered the rivalry of the Germans, who are accustomed to live about as economically as the French and to work quite as energetically as the English. "Made in Germany" has become the terror of the English manufacturer. The superior organization of the national and private life of the Germans enables them to undersell in almost every market. More recently Russia has entered the field, similarly favored by perfection of organization and by the habits of the people.

It is with these two powers that the United States will presently come into active competition. The right preparation for the conflict devolves largely upon the schools. There is no fear that our people will not possess sufficient personal energy. Hustling is an American characteristic. There is danger, however, that we shall be weak on the side of economy, of system, and of personal habits. There is dangerous leakage in our government. The public school system, at least, ought to stand as a model of able and economical administration. Like system, like pupils. The proper place to prepare for the coming contest is in the school-room.



## The Heavens for May.

By MARY PROCTOR.

During the month of May the constellation of Ursa Major is well placed for observation, being at its highest, and nearly overhead. The so-called Great Dipper forms part of this constellation and is composed of seven bright stars. Three stars in the handle of the dipper curve in the direction of two in the back while the remaining two are in the front of the dipper, and are termed the Pointers, since they point directly to the Pole Star.

The star Mizar in the bend of the handle of the Dipper is a double star, the components being white and green, but it can be seen only with a telescope. However, the little star Alcor which is near it, can be seen with the unaided eye and must not be mistaken for the component of Mizar.

Polaris, the Pole Star, is in the constellation of Ursa Minor, and is situated a little less than a degree and a quarter from the true pole of the heavens. Following the Pointers to the Pole Star and a little beyond, we come to Cepheus and Cassiopeia, while Perseus, the rescuer, is setting in the northwest, Andromeda having disappeared below the horizon.

Between Perseus in the northwest and Ursa Major overhead, is the constellation of Auriga the Charioteer, with its leading brilliant Capella. Gemini is in the west, being one of the Zodiacal constellations, and passing from it in a slightly curved line from the west to the southeast, we find Cancer, Leo, Virgo, Libra, and the Scorpion. Low down in the South is Centaurus, while Hydra the Sea-serpent stretches from the southern to the western horizon, the glowing Alford, the heart of the Sea-Serpent, being the brightest star in this part of the heavens. Corvus and Crater occupy a small part of the space between Virgo and Hydra.

Due west is Canis Minor with its bright star Procyon. Low down in the east is Ophiuchus holding the Serpent which is curving up towards the Crown, or Corona Borealis. The Serpent's head is due west, and above it we see Arcturus, the brightest star in Boötes.

In the northeast is Hercules, with Lyra and its glowing Vega at his feet, while the Dragon curving from between

the Pointers and the Pole toward Cepheus stretches its head "with gleaming eyes" (Beta and Gamma) toward the heel of Hercules.

From the northeastern horizon to the southern horizon can be traced the misty light of the Milky Way, against which are outlined the constellations of Cygnus, Cepheus, Cassiopeia, Perseus, and Auriga. It passes between Gemini and Orion, and south of Canis Minor, immersing the great ship Argo, and reaching nearly as far as the Centaur.

During May, the planet Mercury is a morning star and reaches its greatest western elongation on May 9. Venus is also a morning star and rises about an hour and a half before sunrise during this month. While Mars is well placed for observation, yet it is no longer as conspicuous as it has been lately. During the month, it moves eastward among the stars from the constellation of Cancer to the constellation of Leo, and it is interesting to trace its path in the sky. Its exact position at present is about  $15^{\circ}$  eastward and  $5^{\circ}$  southward from Gamma Cancri, and by the end of the month it will have reached a point  $5^{\circ}$  west, and  $3^{\circ}$  north of Regulus, the leading brilliant in Leo.

Jupiter is very well placed for observation, and is above the horizon nearly all night. It is in the eastern part of Virgo, and during the month it moves to a point halfway between Alpha Libræ, and Spica, the brightest star in Virgo. Saturn is between Scorpio and Sagittarius, to the south of Ophiuchus, and it rises about ten o'clock on May 1, and at eight o'clock on the last day of the month. Seen in a telescope, the rings show nearly their greatest apparent breadth, and an opportunity to see them should not be neglected. Uranus is in the constellation of Scorpio, and about  $5^{\circ}$  north of the principal star Antares, moving about  $1^{\circ}$  westward during the month. It can be seen with the unaided eye and identified by locating Antares (a red star) and looking  $5^{\circ}$  north of that star.

To give an idea of  $5^{\circ}$  in the sky, the space between the Pointers (Alpha and Beta) in Ursa Major, measures that distance. Neptune is too faint to be seen without a telescope and even then must be looked for early in the evening, since it is in the eastern part of Taurus, which sinks below the horizon at nine o'clock during the first week of May and at eight o'clock during the last week.



Museum of the Central Grammar School, Worcester, Mass.

## The Educational Outlook.

### Age Limit for the Employment of Children.

The testimony respecting the work of children given thus far before the Industrial Commission at Washington places the great manufacturing states of the East in a favorable light, as compared with their European competitors. Massachusetts is particularly careful of the interests of her youthful workers. Here the minimum age at which children can be employed in factories is fourteen years, the limit having been gradually raised from eight years. Expert witnesses like Mr. Rufus W. Wade, of Boston, chief of the Massachusetts district police and Mrs. Ames, who served with distinction as a factory inspector for seven years, tho differing widely in their general view, agree that the juvenile laborers are not overworked in the factories and that the sanitary conditions under which they work are almost as perfect as they can be made.

Mr. Wade is opposed to the proposition that the age limit be raised to sixteen years. His standpoint is purely empirical; the children, he says, receive a fairly good education up to fourteen years of age and if found deficient then are not allowed to work in the factories unless they attend night school. The state has made ample provision in this respect—every town of over 10,000 inhabitants being obliged under the law to maintain a night school.

Mrs. Ames considers the matter in the light of higher ethics. In her judgment, the training that the children receive in factories is not advantageous either mentally or morally. The state provides manual training schools for children between fourteen and sixteen years of age, and she believes they would receive better training in such schools than in the factories with the result that the state would secure a more intelligent working class. She observes, however, that the value of a law fixing the age limit of labor at sixteen years would be lost unless there is a compulsory school law forcing children to attend these schools. Without this, if the age for labor be raised, it would result in turning the children into the streets. It is worthy of note that Mrs. Ames regards the conditions under which children are employed in department stores as less favorable than those of the textile factories.

The conditions in Massachusetts are in striking contrast with those in England, where the bill raising the age for partial exemption from school to twelve years has just been carried after a desperate struggle. Heretofore a child who had reached the mature age of eleven might go to school half-time, that is either a half session each day, or every alternate day, and be hard at work the rest of the time. Ever since the Berlin Congress of 1890, when the English delegates pledged their country to the limit of twelve years, endeavors have been made to redeem the pledge, but poverty, greed, and ignorance have been too strong in their opposition until the present moment.

The condition of the "Half-timers," as they are called in England, has been pitiable. They numbered last year 119,747 of whom 54,491 were employed in factories and of these 84 per cent. were in the mills of Yorkshire and Lancashire. Opposition to the measures for prolonging school attendance has been concentrated in these counties. The effects of labor upon children, their stunted bodies and starved souls naturally do not affect adults who are the product of the same conditions. The whole question resolves itself to their minds into a matter of farthings and it is by the farthing argument that they have at last been conquered. The conviction that child labor brings down wages has been forced into minds unused to reflection by a telling array of facts respecting the movement of wages, which they themselves have followed in a dim way. Hence, at last, a voice has been evoked from the body of factory hands in support of enlightened economists and philanthropists. Even with the hard won limit of twelve years, England is still below all the principal

countries of Europe in her care for the rights of childhood. France does not permit the child to enter the workshop till 13; Germany, 13; Austria, 14; Switzerland, 14.

The success of the measure in England is due chiefly to the efforts of the Woman's Industrial Union, the National Teachers' Association and the Press. The *Daily News* entered upon the campaign with unexampled ardor, employing a special commission to investigate the subject. It is interesting to note the various theories that are exploded by the actual facts in the case. The notion that the dexterity required in certain processes, particularly that of "piecing" cannot be attained unless children commence work at an early age was disproved by the testimony of the most experienced employers. It was summed up as follows before a great mass meeting held in Manchester. His own experience, the chairman said, convinced him not only that a child of thirteen acquired the necessary aptitude as rapidly as a child of eleven, but that he acquired it more rapidly and better. He noticed that healthy and well-educated children were much quicker at their work, and much safer, and that the higher occupations, such as that of "minders," were more rapidly reached by those children than by others who began work early and were not well developed and educated.

The notion that labor is a wonderful stimulus for brain-centers is also discredited by the evidence. As the *Daily News* stated it, "The curious fable of 'half time' sharpening the children still has its believers among the innocent. What superstition has not?" The facts all prove the contrary. To illustrate by the matter of scholarships: in the single town of Oldham, out of 635 scholarships secured by public school pupils during a period of six years only three have been won by half-timers. It is the same in other typical towns so that schoolmasters have ceased to enter the half-timers for the competition. The simple fact is that entrance upon the mills at eleven years of age means mental and physical deterioration and it is this sapping of the vital energies of her working people that has roused England at this time. The slight advance from eleven to twelve years is not enough, either for the cause of humanity or for that of national vigor. It is certain that the agitation will continue until a higher age limit, 14, 15, or even 16, is reached. Meanwhile the provision for technical training is increasing and the demand is heard for a compulsory law to keep the child within the restraints of school up to the highest age limit. It is the echo of the very proposal made before the Industrial Commission now in session at Washington.

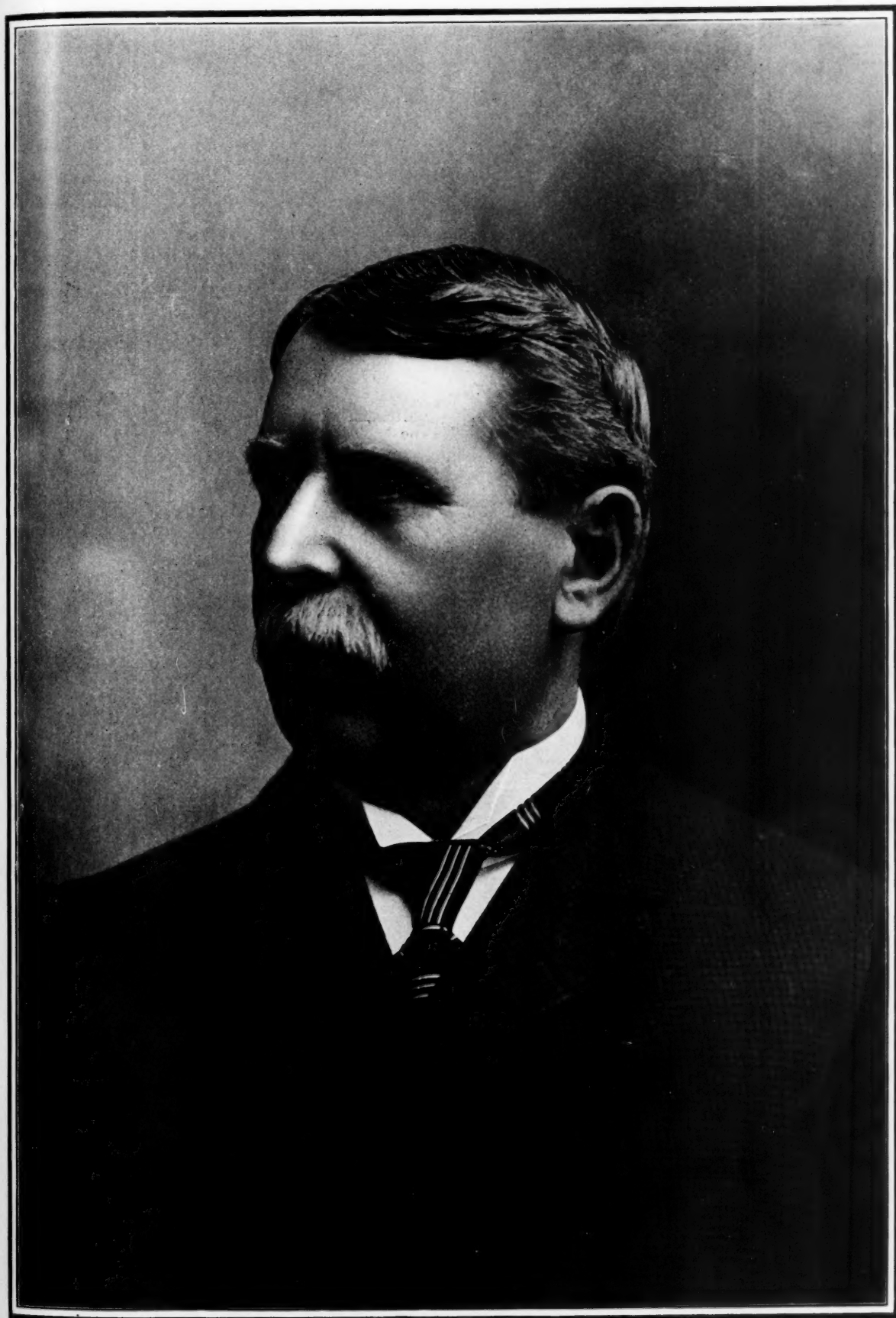
A. TOLMAN SMITH.



MRS. LOUISE E. HOGAN.

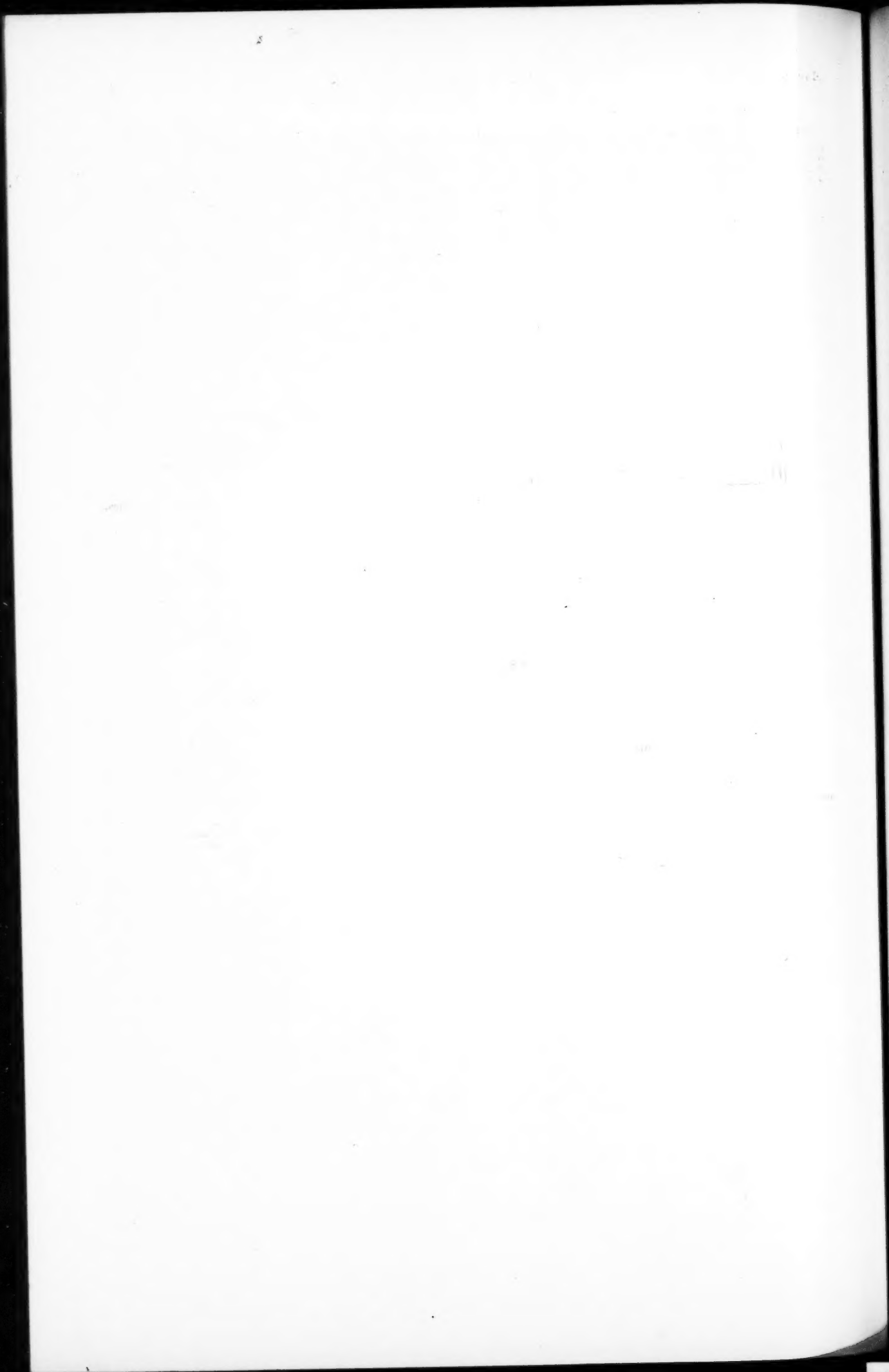
Author of "A Study of a Child" (illustrated with over 500 original drawings by the child), published by Harper & Brothers, New York and London.





**Dr. F. LOUIS SOLDAN,**  
Superintendent of Schools, St. Louis, Mo.

Supplement to THE SCHOOL JOURNAL, May 6, 1899.



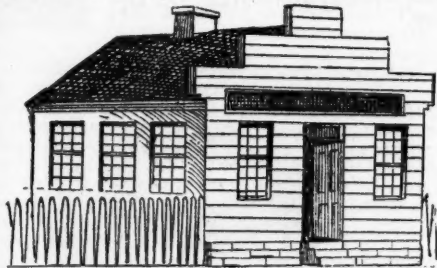


### Some Educational Reminiscences.

COLUMBUS, O.—If any teachers are unduly dissatisfied with present day conditions, they may find solace in the thought that things were much worse forty years ago. A writer in the *Press* of this city, has interviewed several of the oldest teachers in the service and has thus compiled a very entertaining article on the good old times.

Salaries were small in the early days. The principals of the three grammar schools each had \$400, their teachers \$140. The superintendent, Dr. Asa D. Lord, received the munificent salary of \$600 a year, \$100 being paid by a public-spirited citizen. Yet Dr. Lord was one of the big men of the state, editor of the *Ohio Journal of Education* and a prolific writer.

One of the great controversies of those days centered about the question of German teaching. Mr. S. S. Rickly, who is still in active service in Columbus, succeeded, in spite of the



First High School Building, Columbus, O.

most vigorous opposition, in getting it into his school, which was for years after known as "The German-English School." The opposition to the dreaded foreign language was greatly lessened when, at the end of the first year, Mr. Rickly's children gave an entertainment in which they sang a number of beautiful German songs.

It is evident that the schools of that time must have had some distinguishing merits, for Samuel Galloway, secretary of state, who visited Columbus about 1851, declared that "the public schools of this city in their organization, mode of instruction and advantages were superior to those which he had seen, or in which he had been educated, in his native New England."

### Changes Made and Proposed in Michigan.

The University of Michigan and the State Normal college at Ypsilanti will both undertake to assist in locating their students in suitable positions. Blanks similar to those in use by teachers' agencies will be employed and the methods of the agencies imitated. At Ann Arbor the following committee will direct the work, Burke A. Hinsdale, professor of the science and art of teaching, chairman; Edwin C. Goddard, instructor in mathematics, secretary; Richard Hudson, professor of history; Francis W. Kelsey, professor of Latin, language, and literature; John O. Reed, ass't professor of physics.

A rearrangement of the school year and course of study was considered and adopted at the last meeting of the state board of education for the normal college. A plan similar to that used by the University of Chicago, which provides for a continual session of school lasting all the year round and divided into four quarters of twelve weeks each is to be tried.

The regular eight weeks summer school will be held this year, and the new system be put in operation in the fall. The first quarter will begin October 1, the others January 1, April 1, and July 1, respectively. The school will be taught by the regular normal teachers, a part of them taking their vacation each quarter.

Considerable agitation is taking place over the proposition to remove the Mining school, from Houghton where it is now located, to make it a department of the State university at Ann Arbor. The vacated buildings would then be utilized for the upper peninsula normal school which has already been voted by the legislature and located at Marquette.

The legislature has repealed the uniform text-book law passed in 1897. Efforts will be made to get a compulsory free text-book law.

W. J. McKONE.

### Jersey City Notes.

The following are the officers of the Jersey City Teachers' Association for the ensuing year: Pres., I. P. Towne; First Vice-Pres., Julia A. Minihan; Second Vice-Pres., Barbara McGown; Sec'y, Anna E. Armstrong; Treas., Edward Kelly; Financial Secretary, Jennie M. Lewis.

The teachers of Hudson county will hold their first annual excursion to West Point and Newburg, Saturday, May 27, 1899. The iron steamboat *Cepheus* has been chartered for the occasion.

A bill passed the last legislature increasing the salary of the city superintendent of schools to \$4,500.

The terms of office of ten of the members of the Jersey City board of education expired May 1. Contrary to the usual

custom, Mayor Hoos appointed ten new members in the place of these for the ensuing term. There will be six Republicans and seven Democrats.

### In and Around New York City.

The vacation schools and playgrounds will be opened July 6. The play idea is going to be emphasized. Books will be barred out. The children will be kept at pleasant manual and gymnastic tasks. In all \$29,000 has been appropriated to carry on the thirty or more schools which will be opened. There is likely to be some rivalry between Brooklyn and Manhattan in regard to attendance.

Announcement has been made of an examination for license of those about to be graduated from the normal college and from the Brooklyn training school. Candidates for license No. 1 will appear at the normal college on Friday, June 16, at 9.30.

The objects of the Sloyd system were explained in a recent lecture by Gustave Larsson of the Sloyd Manual Training School, Boston, before the teachers and pupils of Pratt institute, Brooklyn. Mr. Larsson made a strong plea for manual training for girls as well as for boys. For both sexes the education of the hand is equally important with the education of the mind.

### In Honor of Dr. Ettinger.

At the meeting of the Male Principals' Association, held April 15, the following preamble and resolutions were unanimously adopted:—

*Whereas*, Owing to its omission in the Ahearn bill of the clause relating to the annual increase of the principals' salaries, and

*Whereas*, At a special meeting of the Male Principals' Association of Manhattan and the Bronx, held April 10, in the hall of the board of education, the chairman of our executive committee, Dr. William L. Ettinger, was asked to represent this association before the governor, and endeavor to have the omitted clause inserted in the bill, and

*Whereas*, The omitted clause has since been incorporated in the bill; therefore be it

*Resolved*, That the thanks of this association be tendered to Dr. William L. Ettinger for his successful labors in our behalf, and that a copy of these resolutions be spread on the minutes of this association.

EDGAR VANDERBILT, Sec'y.

W. F. HUDSON, Pres.

### An Industrial School for Girls.

So successful has been the Brewster School of All Souls' church that a similar industrial school for girls is to be opened by the Circle of Divine Ministry at 67 Irving place. The founder of the Brewster school, Mrs. William Cullen Brewster, will for the present take charge of the new institution.

Speaking recently of the aims of her industrial school, Mrs. Brewster said it was rather a school for the building of character than for the learning of a trade. It was true that the girls are taught sewing so that most of them leave the school proficient needle women, but it is the educational rather than the financial side of needlework that is emphasized. The pupils at the Brewster school now number about two hundred and the teachers twenty-five. The latter are all young women of well-to-do families who give their services to the cause and are none the less regular in attendance and faithful in effort than if they received pecuniary compensation.

The school at the Circle of Divine Ministry will be kept open all summer, and will thus supplement the work done by the vacation schools. It will gather in children from the East Side south of Twenty-third street. The circle itself is composed of persons of all shades of religious belief and there will be, of course, in the school no denominational features.

### A Catholic Woman's College.

A meeting was held at the residence of Mrs. Thomas M. Ward, a prominent Roman Catholic woman, to discuss the question of a woman's annex to the Catholic university at Washington. A number of important people were present, including Archbishop Corrigan who presided.

The plans that were presented to the meeting are thoroly matured and will probably be put into execution very shortly. Former Judge Daly announced that forty acres of ground adjacent to the university have been secured and that the new institution will be named Trinity college. It will be under the guidance and control of the Sisters of Our Lady of Namur.

### A May-Day Celebration.

The old English festival of May-day was celebrated at the Ethical Culture school in West Fifty-fourth street, by exercises and spring songs. The idea originated with Mr. Percival Chubb, principal of the branch school, who is doing a great deal to revive old English games in this country. The novel celebration brought out the friends of the school in great numbers. The program included addresses by Prof. Adler and Mr. Chubb, a paper on "May-day in History," by Maude R. Joseph, of the high school department, and singing of old time spring songs by the children of the lower grades. There was a very effective milkmaid dance and a spectacular dance around the May-pole.

## Summer Schools.

**PENNSYLVANIA.**—Lehigh university, South Bethlehem, Pa., summer schools in chemistry, physics, surveying, mathematics, English, history, political economy, ancient and modern languages. From four to six weeks, beginning July 6. Address, secretary of the university.

**NORTH CAROLINA.**—Teachers' Assembly at Morehead City, N. C. From June 13-18. Address W. T. Whitsett, Whitsett, N. C.

Chicago Normal summer school, under the auspices of the Chicago board of education. From July 3 to July 31. Twelve departments. Daily practice school. Address, E. Benjamin Andrews, superintendent Chicago public schools.

**ILLINOIS.**—National Summer School, Armour Institute, Chicago, Ill. Summer Course June 26-July 8, 1899. Address Ginn & Co., 378-388 Wabash Ave., Chicago, Ill.

Summer School of Pedagogy, University of Illinois. July 20-August 18.

**MASSACHUSETTS.**—Amherst College Summer School of Languages. July 10-18. Address L. Sauveur, Ph. D., LL. D., 263 Dearborn avenue, Chicago, Ill.

Harvard Summer School. Courses in Old Testament, church history, and theology. Address Rev. R. S. Morrison, Divinity Secretary, Cambridge, Mass.

Martha's Vineyard Summer Institute, Cottage City, Mass. Opens July 11, 1899. Four and five weeks' courses. Address Wm. A. Mowry, President, Hyde Park, Mass.

The American School of Sloyd. Walter J. Kenyon, Director. Fifth annual session begins July 11, at Martha's Vineyard. Camilla Lies Kenyon, secretary, State Normal School, Lowell, Mass.

**NORTH CAROLINA.**—Asheville Summer School and Conservatory, Asheville College. Courses in English, biology, mathematics, art, elocution, and music in all of its branches. July 19-August 29. Address George L. Hackney, Secretary, Asheville, N. C.

**Germany.**—Holiday course of lectures in Greifswald. July 10-20. One course in Pedagogy intended particularly for teachers. Address Ferienkurse, Greifswald, Germany.

**NEW YORK.**—Cornell University, Ithaca, New York, offers a summer course in nature study. Four weeks, beginning July 5. Address College of Agriculture, Ithaca, N. Y.

New York University has issued the announcement of its fifth summer session for teachers and college graduates. Thirty courses are offered in nine different departments. The session will be held at University Heights, New York city, July 10-August 18.

Teachers College, Columbia University.—Summer session begins in July. Address W. H. H. Beebe, Secretary of Columbia University, New York city.

New York University.—Summer courses in psychology, mathematics, chemistry, biology, physics, history, Germanic languages, Latin, and Greek, July 10-Aug 18. Address Marshall S. Brown, New York University, University Heights, New York city.

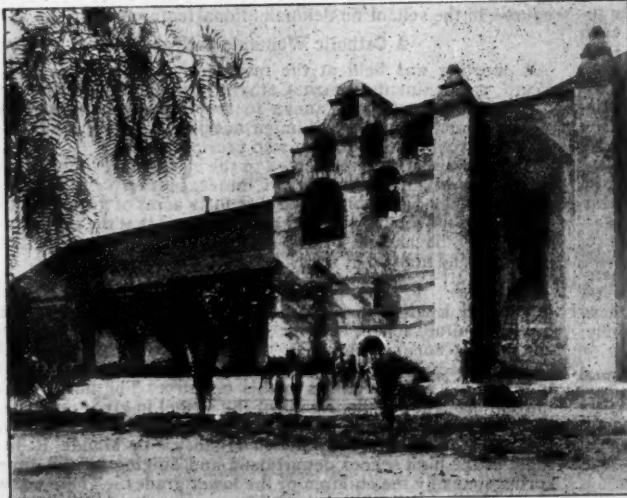
**COLORADO.**—State Normal School, Greeley, Col. Summer course in library instruction. Four or five weeks. Address Dr. Z. X. Snyder, Pres.

Denver Normal.—Preparatory School, Denver, Colo. Summer Session June 12-July 14. Address Fred Dick, Principal.

**OHIO.**—University of Wooster. The summer school opens June 19 and closes August 11. Courses in pedagogy, psychology, language, music, art and elocution. Principals, J. H. Dickason and Nelson Sauvain, Wooster, Ohio.

**MASSACHUSETTS.**—American Music Training School, Marblehead, from July 11-28. Address, A. W. Richardson, business manager, Besse Place, Springfield, Mass.

**ENGLAND.**—Holiday classes at Burlington House, Cambridge, resident branch of University Correspondence college. For four weeks beginning August 1, 1899. Principal, William Briggs; vice-principal, B. J. Hayes.



San Gabriel Mission Nine miles east of Los Angeles, Cal. (N. E. A.)

## Announcements of Meetings.

May 25-26.—The Manitoba South-Western Teachers' Association at Boissevian, Manitoba, Can. W. T. Musgrove, sec'y, Boissevian, Manitoba.

May 12.—New England Superintendents' Association at Boston. Sec'y W. H. Small, Chelsea.

June 26-28, '99.—New York State University Convocation at Albany. Secretary, Melvil Dewey, Albany.

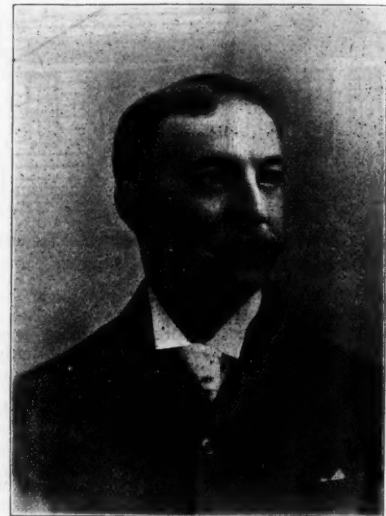
June 27-29.—Ohio State Teachers' Association at Put-in-Bay.

June 28.—West Virginia State Teachers' Association at White Sulphur Springs. Pres. J. A. Trotter, Charlestown; Sec'y, A. J. Wilson, Grafton.

July.—Arkansas State Teachers' Association at Newport.

July.—Maryland State Teachers' Association at Blue Mountain House.

July 4-6.—Pennsylvania State Teachers' Association at Gettysburg.



H. W. Frank, Treas. of Local Executive Committee. N. E. A.

July 5-7, '99.—New York State Teachers' Association, at Utica. Secretary, Benjamin Veit, 173 East 95th street, New York city.

July 9-11.—National Council of Education, at Los Angeles, Cal. Sec'y, Bettie A. Dutton, Cleveland, O.

July 11-15.—National Educational Association, Los Angeles, Cal. Pres., Dr. E. Oram Lyte, Millersville, Pa.; Sec'y, Irwin Shepard, Winona, Minn.

Aug. 19, '99.—American Association for the Advancement of Science, at Columbus, O. Secretary, L. O. Howard, Cosmos club, Washington, D. C.

Aug. 19.—Geological Society of America, at New York. Secretary, H. L. Fairchild, University of Rochester, Rochester, N. Y.

Oct. 25-27.—Council of Superintendents, at Poughkeepsie. Sec'y, E. S. Harris, Poughkeepsie.

Oct.—Association of School Boards, at Poughkeepsie. Sec'y, J. P. Bannigan, Utica.

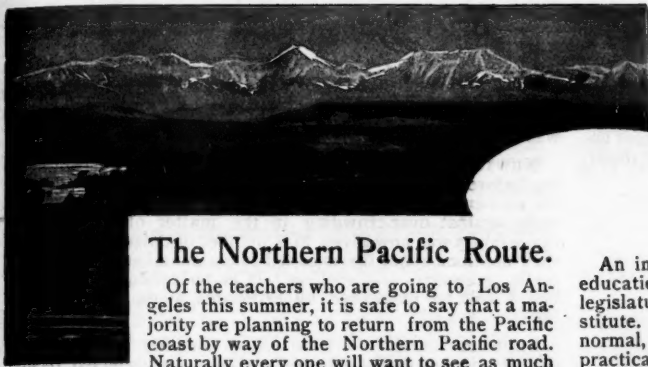
Christmas Holidays.—Associated Academic Principals, at Syracuse. Sec'y, S. Dwight Arms, Palmyra.

## North Carolina Teachers' Assembly.

The North Carolina Teachers' Assembly will hold its next annual meeting at Morehead City, N. C., June 13-19. The headquarters will be at the Atlantic hotel, which accommodates a thousand people. The railroads will all grant reduced rates of one fare, and even less, and the hotel will give a special rate for board of one dollar per day.

A large sixteen-page folder, containing program, &c., has been issued, and will be sent free upon application to the secretary, W. T. Whitsett, Whitsett, N. C. This assembly is one of the largest gatherings of teachers in the entire South, and the sixteenth annual meeting promises to even surpass the previous years. All teachers will be made welcome. Friends of education, and all desiring to visit the famous North Carolina seashore are invited to attend this great meeting, and the reduced rates will be given alike to all who attend. A most excellent program filled with matter of great interest and importance to all the profession has been prepared. A teachers' bureau will offer its services free to all, and no better way to secure employment in Southern schools could be thought of than attending this meeting. It will pay every one who can possibly do so to attend.



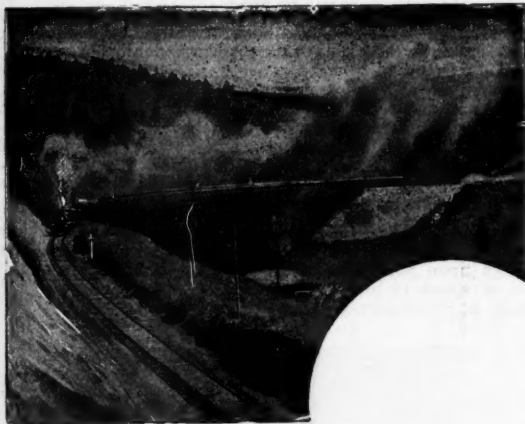


### The Northern Pacific Route.

Of the teachers who are going to Los Angeles this summer, it is safe to say that a majority are planning to return from the Pacific coast by way of the Northern Pacific road. Naturally every one will want to see as much as possible, so that the favorite plan will be to go out on one of the southern roads and to return by the only route which makes the Yellowstone park most comfortably accessible.

In general it may be said that the Northern Pacific gives more variety than any other of the great trans-continental lines. Besides the characteristic Rocky mountain scenery, it includes runs thru the great irrigated valleys of eastern Washington and Idaho, where the alfalfa grass grows deep and luxuriant, and the finest barley of the world is grown. There are plunges across high trestles where the passenger looks down upon clear streams with sandy bottoms.

Midway in the journey comes the quiet Pend D'Oreille lake, along the shore of which the railroad runs for twenty miles. Then in crossing Montana several river valleys are followed closely where on one side the mountain wall rises precipitously while on the other the stream sleeps lazily along.



Across High Trestles.

Of course every one who travels over this road will stop off at the Yellowstone National park. Such an opportunity no teacher can afford to miss. The expense of the stop-over is slight; the memory of the incidents and scenes of the tour will be of priceless value. The geological features are of a character never to be forgotten. Even the park stage-coach will linger gratefully in the recollection. The geysers are easily the most attractive natural feature of the continent and every visitor leaves them with regret.

A week is necessary to see the park properly. The distance traveled by the ordinary tourist is about 270 miles and the expense of the week's trip is \$49.50. The accommodations are not at all primitive and no one need fear the effects of too rough traveling. For those who ride horseback the bridle paths are ideal and the adventurous bicyclist will find the road good, tho often very steep. Beyond the park, the railroad follows the beautiful valley of the Yellowstone thru a restful region. It crosses North Dakota into the lake country of Minnesota. Here, if the summer is not all spent, the teacher



The Park Stage.

would do well to stop for a few days. Not even in the Adirondacks will you find such health-giving pine forests and such gem-like lakes. The hunting and fishing in this territory is as

yet unspoiled by the presence of large towns. In every stream great trout are to be found.

The termination of the road is at Duluth. Thence for any Eastern teachers who have not already seen enough, it would be a good idea to travel over the great lakes, via Detroit, to Buffalo. Such a trip as this, to any one who has not previously made it, is a tremendous quickener.



### Education in the South.

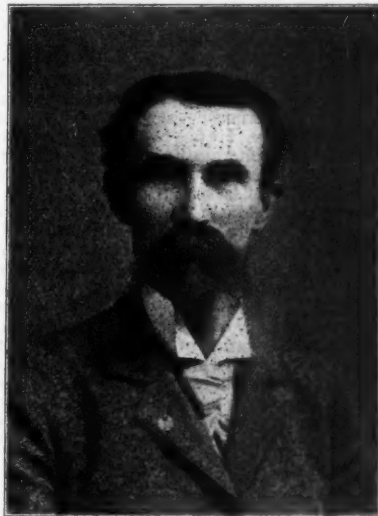
An institution that is destined to have a great influence on education in northern Alabama was founded in 1894, by the legislature, and is entitled Polytechnic College and Ladies' Institute. It has four departments—preparatory, commercial, normal, and collegiate. The faculty is composed of able and practical teachers; the president is Prof. S. A. Felter, widely known in New Jersey thru his connection with the normal school; in New York as the author of a series of remarkable text-books; in Kansas as deputy state superintendent of schools.

The editor of THE SCHOOL JOURNAL entirely appreciates the spirit and skill of Prof. Felter, as he has been personally acquainted with him for many years. He assures the people of Alabama that they have in the president of Polytechnic college a man of rare experience, skill, and devotion. The South needs just such men and just such institutions; external encouragement to the building up of this institution. Its normal department especially should be aided by normal graduates here in our bounteous North. Bear in mind that small salaries are paid there, and therefore teachers must be encouraged to equip themselves.

The trustees are struggling to raise \$5,000 for an additional building. It may not be possible to get a large sum from any



Mountain Scenery.



FRANK WIGGINS,

Secretary Los Angeles Chamber of Commerce and Secretary of Local Executive Committee, of the N.E.A., Los Angeles.

one man, but we think that if a number of our normal graduates would allow their pupils to hold a "normal reception" the amount could be realized. Let us do all we can to encourage normal schools at the South.

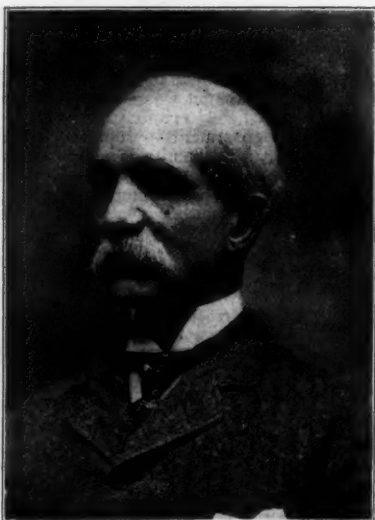
### Conduct To and From School.

A communication from State Supt. C. J. Baxter states that the school law of New Jersey makes the following provision: "Every teacher shall have power to hold every pupil accountable in school, for any disorderly conduct on the way to or from school, or on the playgrounds of the school, or during recess." The control of pupils on their way to and from school is frequently exercised in the state, the right never being questioned, altho the matter has never been settled by the courts.

## Our School Book Makers.

### Prof. Brainerd Kellogg.

The life of Prof. Brainerd Kellogg, author of several text-books on various subjects connected with the study of English, has been a quiet one. But it is often the apparently most uneventful lives that have the weightiest influence, and the thous-



ands of men and women who have been trained in the use of the mother tongue thru Prof. Kellogg's work would agree that his has been such a life.

Prof. Kellogg was born and received his early education at Champlain, New York. He was graduated in 1858, from the college at Middlebury, Vermont. He taught the following year in Kentucky, and was afterward principal of Macedon academy, Macedon, New York. In 1860, he returned to Middlebury college as tutor where he was soon made professor of the English department. This position he held until 1868, when he accepted the chair of English language and literature in the Polytechnic institute, Brooklyn, N. Y. The close of the present school year will complete Prof. Kellogg's thirty-first year of service in this institution.

Prof. Kellogg's is joint authority with Alonzo Reed of "Graded Lessons in English," "Higher Lessons in English," "One Book Course in English" "The English Language, and Word Building," and he is now engaged upon a more comprehensive work on the language. He has published, in his own name, a rhetoric and an English Literature. He has prepared a dozen or so of Shakespeare's plays for the class room, and he has edited a number of the English Classic Series.

To show how conscientiously he works it may be said that to prepare himself for his part in the recent revision of "Higher Lessons" he read 300 pages from each of fifty of our best British and American authors—minutely noting and recording what these men by habitual use declare to be good English.

Nor has Prof. Kellogg's work been wholly confined to the class-room and the literary workshop. He is president of the New York Alumni association of his college and of the philological departments of the Brooklyn Institute of Arts and Sciences. He has lectured before this body and elsewhere, he has spoken twice before the national convention of his Greek letter college fraternity, has read papers before the New York State Teachers' association and contributed to educational journals.

In THE SCHOOL JOURNAL of March 25 it was stated that the subject of selecting teachers was discussed by Dr. E. D. Shimer, of New York. Word has since been received that Dr. Edgar C. Shimer, of Allentown, was the speaker on that occasion.

PHILADELPHIA, PA.—By arrangement with the Pennsylvania academy of the fine arts the number of public school free scholarships in that institution has been increased from fifteen to twenty each year. As each scholarship, entitling the holder to free tuition, may be held for three years, sixty beneficiaries will be provided for.

CHICAGO, ILL.—An Italian priest, resident in the southwest portion of the city, recently expressed a desire to be appointed principal of a neighboring public school. Questions at once arose as to his eligibility. The matter was brought before Supt. Andrews who promptly settled the point by ruling that there is in educational matters no religious test. If the priest in question passes a satisfactory examination, there is no reason why he should not receive an appointment. The only test is ability to teach.

## Brief Notes from Everywhere.

PHILADELPHIA, PA.—A resolution has been adopted by the board of education providing that henceforth, whenever a lot of land is to be bought, the committee on property shall advertise the same prior to making any purchase. The resolution was adopted unanimously and without comment.

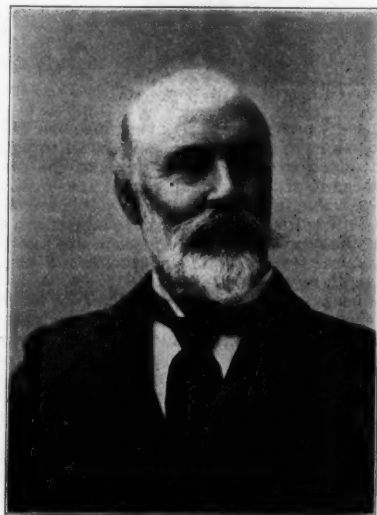
NEWTON, MASS.—About 175 persons attended a recent hearing before the school board relative to the course of study in the elementary schools. There have been a great many protests against over-crowding in the matter of studies, and opportunity was now given to a number of citizens to express their opinions about the so called fundamental studies of arithmetic, grammar, and spelling. It is uncertain how far the board will be influenced by criticisms made at the meeting.

BLOOMFIELD, N. J.—At the school meeting March 21, the old members of the board of education were re-elected, receiving eighty per cent of the votes cast. Total appropriations for current expenses of \$55,000 were carried unanimously upon a heavy vote. This will be \$10,000 more than last year. The board considers this election an endorsement of their policy of placing new and modern buildings in all parts of the town. It is rumored that a new high school building may be undertaken upon the completion of the present elementary school-houses now in course of construction.

COLUMBUS, O.—The school board has decided to try once more during the coming school year to establish manual training in the schools. The plan tried several years ago of fitting up one room in each school building for this purpose was cumbersome and expensive. It is now intended to devote one building entirely to manual training and to send thither at assigned periods the children from the various schools. In this way the cost for equipment will be reduced to a minimum and the time for instructors will be filled.

CAMBRIDGE, MASS.—The school board has decided to lodge greater power in the hands of the superintendent. The members must be relieved of administrative work. The superintendent is to nominate all teachers, to consider all changes in text-books, to take part as a regular member of the board. He shall in every case before he nominates a teacher whose work is unknown to him be empowered to engage two experts who will visit and criticise the candidate in question. He will further be assisted by an agent to purchase supplies and in general attend to all financial matters.

There is in New York a Greek newspaper, *Atlantis*, of large circulation and excellent appearance. It contains well-written articles upon political and other questions, and gives a great deal of space to literary matters. It is published by D. J. Vlasto, at 2 Stone street.



Mr. F. G. Story, Chairman Local Executive Committee of the N. E. A., Los Angeles, Cal.

STILLWATER, OKLAHOMA.—The Agricultural and Mechanical College of Stillwater, held the sixth annual exercises of the senior class in the assembly hall of the college on Friday evening, April 7th. The exercises were in the nature of a class day, there not being time for this usual college custom during commencement in June. The class numbers only eight, but it must be remembered this is a new country and schools have not been so long established as in older sections of the United States. These young men and women have nearly completed their four years' college course and will receive the degree of bachelor of science on graduation. The alumni of the college will then number twenty-four.



## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisement are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to Editor of THE SCHOOL JOURNAL, 61 East 9th street, New York city.

### New Vertical Writing Books.

The *Ideal System of Vertical Writing* is put on the market by the H. P. Smith Publishing Co., of New York. The system contains some excellent features which are found nowhere else.

Books A and B, the juvenile course, contain the entire writing scale in easy, familiar words, phrases and sentences, illustrated. The illustrations can be drawn by the pupil if the teacher so desires. They are in simple outline, are extremely artistic in character, and are constructively good. Sufficient space is allowed for their reproduction.

Numbers 1, 2, and 3 are devoted almost entirely to nature study. The sentences familiarize the pupil with a great many of the terms of botany, zoology, and geology, and the illustrations of leaves, flowers, insects, etc., help to make the terms something more than mere words to copy. Here, as in the juvenile course, provision is made for supplementing the work in handwriting with drawing.

Into the higher numbers other new features are introduced.

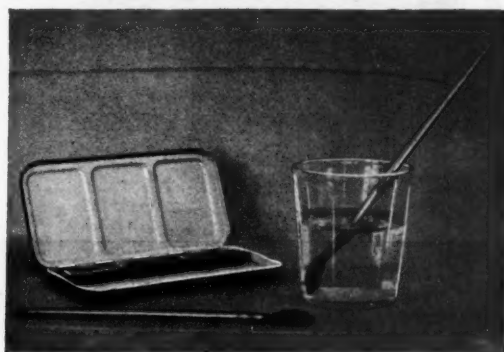
There is language drill in the headlines. Selections of scientific and biographical interest are included. Many of the sentences begin with a line of script and continue in print until the whole subject is brought to a close, thus giving the pupils practice in independent writing. In Book No. 7 there are given sketches of five of the world's greatest poets, beginning with Homer. Five of the greatest story writers are similarly treated. Pupils are given an opportunity to tell what they know about the works of these authors.

Book No. 8 deals entirely with business forms and business correspondence, and ought to be of especial value to the pupils who are shortly to go out into the world and earn their living. The provisions for practice in writing figures are better than in most copy-books.

The directions on the inside covers give hints for the acquisition of the right position and movement and deserve to be carefully studied by both teacher and pupil.

### Prang Color Box.

The new Prang Color Box, here shown, is just the right thing for school use. It has adopted the principle that simplicity



should be the rule in all elementary color work. Accordingly the only pigments given the child are three of primary, Prussian blue, mineral yellow, and vermilion. With these any given effect can be produced. The materials in this little outfit are of the best. The box is good and the brushes are all that an artist could require. The outfit is supplied by L. Prang & Company, Boston.



3

C can came canoe

The war with Spain began Apr. 21, 1898 and continued about 112 days.

peace, piece 15

Our country now enjoys \_\_\_\_\_ 98

About insects.

The body of an insect consists of three main parts.

a, the head  
b, the thorax  
c, the abdomen



1

20 Five great story-writers.

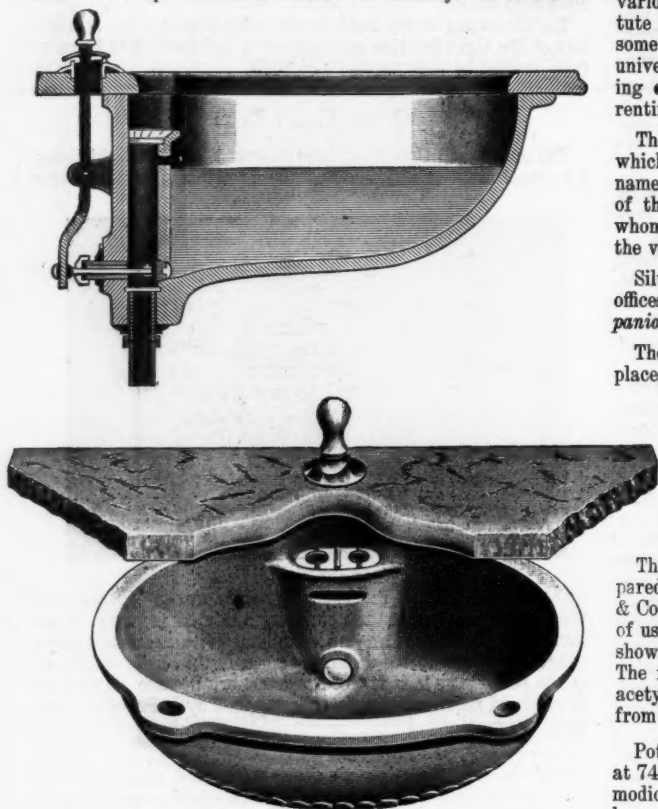
Cervantes, a noted Spanish writer, was the author of "Don Quixote". This work has been translated into many languages, and is still much read and admired. Cervantes died in the year 1616.

14 Moths fly against a light or flame

because their eyes are organized to bear only a small amount of light. When, therefore, they come within the light of a candle, their sight is overpowered and their vision confused; and as they cannot distinguish objects, they pursue the light itself and fly against the flame.

### The Crawford Lavatory.

The Crawford Lavatory, manufactured by J. H. Young, Franklin street, Boston, is coming into great favor with school boards and superintendents throuout the country. It is one of



the best high-grade lavatories ever put upon the market. It provides for a copious flush of water, and has the great advantage of being practically odorless. Schools using it will not be put to the trouble and expense of providing disinfectants.

### Educational Trade Interests.

During the last eighteen months the J. M. Sauder Company, manufacturers of the Fidelity Instantaneous Adjustable furniture, have been awarded four successive contracts in competition with all other styles of adjustable chair desks in the market. The four buildings so provided are the Indian Orchard, the Homer street, the Forest Park, and the Brightwoods schools.

After a contest at Long Branch, April 28, with all manufacturers, investigation of this furniture convinced the committee having the matter in hand that, tho the prices were the highest, this furniture was the best offered. The Sauer Company have received the contract for furnishing the new high school building almost completed, with desks and chairs, including adjustable commercial desks for the commercial department.

The Hellman-Taylor Art Company of Cleveland, O., has reopened its establishment at 257 Fifth avenue. It carries a complete line of Braun Carbon prints, photogravures, and, in general, every kind of good reproduction. It will continue to supply schools and colleges.

May 1 is moving day in New York. One of the firms that has this year changed its quarters is that of Braun, Clement & Company who have moved into the ground floor of 249 Fifth avenue. There they will continue to carry their usual fine line of reproductions suitable for school-room decoration. The company continues to be under the efficient management of Mr. Emanuel Stierlin.

The architectural firm of Howells & Stokes, 27 Cedar street, New York, is engaged upon plans for the new annex to the Teachers college, New York. The same firm recently completed the magnificent building of the University Settlement in Rivington street.

Apropos of the latter building, Mr. Howells recently went over the plans of it with a representative of THE SCHOOL JOUR-

nal and explained the points of likeness and unlikeness to the ordinary school building. One feature that might well be copied in some high school buildings is the large hall, quite separate from the rest of the scheme, which is rented evenings to various organizations. The rentals from it are said to constitute quite a source of income to the Settlement. This is somewhat in the line of the recent venture of Syracuse university into the business of constructing an office building of which the university reserves a part for itself while renting the rest.

The recent sale of the *North American Review*, for a price which is said to have been \$250,000, illustrates what a good name is worth in the publishing business. Altho the circulation of the *Review* is comparatively small, it goes among people whom the advertisers are especially anxious to reach. Hence the value of the publication.

Silver, Burdett & Company, of Boston, have moved their offices to 217 Columbus avenue, next door to the *Youth's Companion* building.

The J. M. Gunst Disinfecting Company, of 48 University place, New York, claim to have solved the problem of foul odors in toilet rooms. They manufacture phenoleum, a powerful and inexpensive disinfectant which has been introduced into a number of educational institutions, among them the College of the City of New York.

The Harpers' catalog of "Books for the Young," is a very attractive bit of advertising. The cover, by Edward Edwards, is especially charming.

The Acetylene Dealer's Hand-Book is a neat publication prepared by the manufacturers of the Acetogen, R. Cortez Wilson & Company, 237 Lake street, Chicago. It contains a great deal of useful information about different generators of light, and shows convincingly that acetylene is the gas of the future. The favorable attitude of the insurance companies toward acetylene is rightly emphasized. We need light that is free from the danger of fire. The price of the booklet is ten cents.

Potter & Putnam will be in their handsome new quarters at 74 Fifth avenue on May 1. They have a large and commodious floor over the U. S. School Furniture Company, and have much more room than formerly.

John H. Young, of 224 Franklin street, Boston, has just placed on the market the new Crawford lavatory which is said to be unusually free from the unpleasant odors that ordinarily hang about a lavatory.

Alfred A. Ziegler has resigned his position as president and general superintendent of the Ziegler Electric Company, Boston. He expects soon to establish himself again in the same line of business.

One of the interesting competitive adoptions by the state board of Indiana, on the 12th of April, was that of the Cook-Cropey Arithmetics, elementary and advanced (Silver, Burdett and Company, Publishers). This insures the use of these two well-known text-books in all the Indiana grammar schools for the next five years. One of the authors, Dr. Cook, is president of the Illinois State normal school, and the other author, Miss Cropey, is assistant superintendent of the schools of Indianapolis.

The latest things in the art reproductions of the Copley Prints (Curtis & Camero, Boston) are John La Farge's window in memory of Edwin Booth; the "Adoring Angels" by the same artist; Elihu Vedder's "St. Cecilia." The catalog of the Copley Prints is very attractive.

The Chicago & North-Western Railway, has just issued a neatly printed and handsomely illustrated booklet, describing the resources of California. It describes briefly the many attractive places and the route traversed in making the journey. A copy of this booklet will be mailed free upon receipt of two cents postage by addressing the General Passenger and Ticket Agent, Chicago, Ill.

The Prang Educational Company is publishing a handsome colored chart showing twenty-six of the most important wild birds common to the Atlantic states and the Middle West. For the correctness of the reproductions the Massachusetts Audubon Society is responsible. The size of the chart is 29x42 inches. Price, unmounted, \$1.00; mounted on rollers, \$1.30. A descriptive pamphlet accompanies each chart without extra charge.

D. M. MacClellan, 177 Fifth avenue, is in charge of the New York office of the Werner Company, of Akron, Ohio.

(Continued on next page.)



## School Law.

### Abstracts of Recent Decisions.

The relator asked that the city comptroller be compelled to countersign a warrant drawn on the city treasurer by the board of education of Camden, N. J., in favor of the relator as its treasurer, for the sum of \$1,000, part of a sum raised for the purpose of erecting a manual training and high school. The respondent denied the right of the board to have a treasurer, and insisted that the true course to be pursued in erecting the building was for that board to draw warrants on the city treasurer in favor of the persons to whom money may be due. On appeal the court held:

1. That the powers and duties of the board of education were not diminished by the general act of March 10, 1892, changing the method of selecting commissioners of public instruction, and therefore the office of treasurer of the board still exists, with the powers and duties prescribed by law.

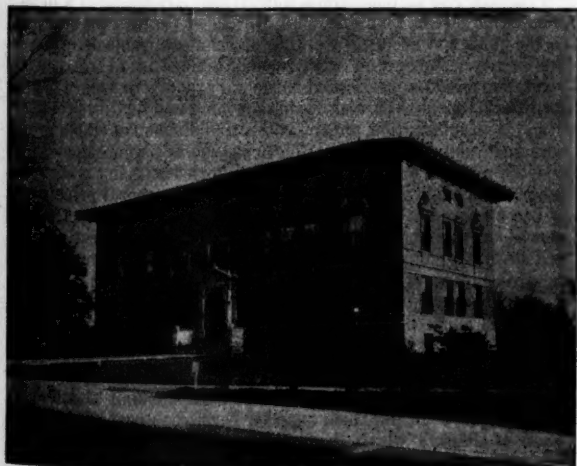
2. Money derived from a sale of bonds for erecting public school-buildings is to be disbursed by the board of education of that city thru its treasurer. Upon a proper request, showing necessity for the use of any part of such money, it is the duty of the city council to order a warrant on the city treasurer to pay the same to the treasurer of the board of education, and the duty of the city comptroller to sign such warrant.

(State *ex rel.* Rose *vs.* Hufty, City Comptroller, N. J., S. C., Feby. 27, 1899.)

#### Power of County Superintendent.

Action was taken to compel the county superintendent of schools to pay plaintiff two months' salary due her as teacher for services rendered. Payment was refused on the ground that the trustees who hired her were not the legal trustees of the district at the time of such employment. The superintendent contended that he had declared void the election at which two of the trustees claimed to have been elected, on the ground that some of the electors of the district were not permitted to vote for any person for trustee who had not been placed in nomination at the opening of the polls, and this for this reason there had not been a free and fair election. From an adverse judgment plaintiff appealed and it was *Held*, 1. That a county school superintendent has no power on his own motion to declare an election of trustees void.

2. Under the Kentucky statute authorizing a county superintendent to declare the place of trustee to be vacant, and fill it by appointment, in the event the trustee elected shall fail to



Biological Building. Ohio State University.

The architects of this beautiful building are Yost and Packard, who have designed some of the finest school-houses in Ohio and other states.

qualify on or before a certain date, the power of the superintendent is not arbitrary, and must be exercised by him before receiving the certificate of qualification.

3. Where two or three persons acting as trustees were legally elected, the validity of a contract with a teacher made by all of them is not affected by the fact that the third one was not a

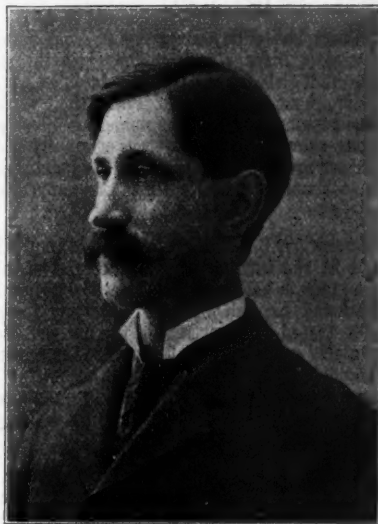
*Note.*—The appelled county superintendent made a demand upon said trustees to appoint a certain teacher to the district and threatened to remove them in case they refused. They appointed plaintiff instead, hence the attempted removal and subsequent suit.

legal trustee, there being no vacancy at the time of his election. Judgment reversed.

(Shebourne *vs.* Blatterman, Co. Supt., Ky. C. of App., March 10, 1899.)

#### School and School Districts—Employment of Teachers—Contract—Sufficiency.

Action was taken against the school district by plaintiff (a teacher), to recover five months' wages, under an alleged contract to teach a six months' term. It appears that plaintiff taught one month of the term and was paid therefor, and was then discharged on the ground that there was no legal contract between the parties. This school was operated under the town-



SUPT. FRANK B. COOPER, of Des Moines, Iowa,

who has been elected to succeed Mr. Millsbaugh as superintendent of the schools of Salt Lake City. Mr. Millsbaugh, as announced in these pages some time ago, has accepted the principalship of a Minnesota state normal school.

ship system, and the employment of teachers was in the hands of the executive committee, composed of the president, vice-president, and secretary of the town board of school directors. The contract sued on was made by the secretary; the president denied having signed it. Plaintiff had judgment for \$216.50 and defendants appealed.

*Held*, Under the Wisconsin statute, providing that the executive committee of a school-board shall be composed of the president, vice-president, and secretary; and the section providing that the executive committee of a school-board shall employ teachers, and that each contract shall be in writing and signed by the teacher, president and secretary of the board—a contract with a teacher not employed by the executive committee, but signed individually by the president and secretary, is not binding, since the action of two of the three members of the committee is insufficient. Judgment reversed.

(McNolty *vs.* Board of School Directors of Town of Morse, Wis. S. C., Feby. 21, 1899.)

#### Educational Trade Interests.

(Continued from preceding page.)

The Nature Study Charts published by Raphael Tuck & Sons has been put on the supply list of the borough of Queens and of the city of Philadelphia.

#### The School Furniture Trust.

The American School Furniture Company, the organization of which an account was given in last month's School Board number of THE SCHOOL JOURNAL has taken offices in the Constable Building, 111 Fifth avenue. It now includes twelve large manufacturing plants, scattered thruout the Union. The scheme originated with James Lynn, manager of the Wabash factory, and has been more than a year maturing. The properties included are factories at Buffalo, N. Y.; Burlington, Ia.; Walpole, Mass.; two at Richmond, Ind.; Bloomsburg, Pa.; Grand Rapids, Mich.; Springfield, Ill.; Cleveland, O.; and Manitowoc, Wis. Samuel B. Lawrence, of New York, is named as president and James Summerfield, secretary. The company has executed mortgages for \$1,500,000 to Walter Oakum and George Trumbull of New York to secure twenty-year six per cent. gold bonds, the mortgage covering all the plants.

## Notes of New Books.

*An Introduction to the Study of Literature*, by Edwin Herbert Lewis, is a collection of lyrics, ballads, and short stories for children of the eighth, ninth, and tenth grades. The topics under which the selections are arranged have an order that follows the development of the interests during adolescence. The extracts themselves are admirable. It is refreshing to find, side by side with the masterpieces that every boy used to declaim, some of the fine things from Kipling, Stevenson, Conan Doyle, and Gerald Massey. Walt Whitman has been drawn upon as he deserves to be. One misses only Omar Khayyam. (The Macmillan Company, New York, \$1.00.)

Frederick Starr has collected material from many sources about the *American Indians* and condensed it into a reading book for boys and girls. This volume classifies the different tribes, and tells about the modes of living, their warlike practices, religious customs, etc. It has numerous illustrations and two maps—one showing the territory originally occupied by the various tribes and the other showing the Indian reservations at the present time. (D. C. Heath & Company, Boston. 45 cents.)

*Lights to Literature*, Books Four and Five amply fulfill the promise made in the issuing of Books One, Two, and Three. Selections are made in both volumes from a large number of our best American and English writers. In many instances, the selection is illustrated by a portrait of the author. In fact the books are so nicely gotten up, that they are interesting enough to tempt the pupil to steal time needed in mastering the essentials of geography and arithmetic, for testing the good things to be found in these readers. (Rand, McNally & Company, Chicago and New York.)

Macaulay's *Lays of Ancient Rome* with introduction and notes by Moses Grant Daniell is excellent. The introduction is serious and well considered. Citations regarding the permanent value of the poems are given. Macaulay's own preface is printed entire. (Ginn & Company, Boston.)

George Eliot's *Silas Marner*, has been edited by W. Patterson Atkinson, instructor in Hasbrouck institute, Jersey City, for the Academy Series of English Classics. The book is an attempt to meet the demands of teachers for a school edition of an English classic. Hence it gives the introductory matter necessary to an understanding of the author and the author's conditions. For the student to obtain this matter personally would require advanced work for which he is not ready. Only such notes are given as are necessary to give the student a clear comprehension of the text. The artistic features of the story are left for the teacher to handle. (Allyn & Bacon, Boston and Chicago.)

The Academy Series of English Classics is a collection of little volumes substantially bound in cloth and edited by students of the literature for the use of pupils in the schools. Eva March Tappan, Ph. D., of the English high school at Worcester, Mass., has filled one volume of 120 pages with choice selections from *Emerson's Essays and Poems* and notes thereon. The Essays are on "Self-Reliance," "Compensation," and "Manners," the poems include such gems as "The Snow-Storm," "The Humble-Bee," "Woodnotes," etc. Another volume of the same series contains *Three Narrative Poems* by three great poets—Coleridge, Arnold, and Tennyson, with sketches of the authors and notes by George A. Watrous, A. M., of the Utica free academy, Utica, N. Y. The poems are "The Ancient Mariner," "Sohrab and Rustum," and "Enoch Arden." (Allyn & Bacon, Boston. Introductory price, 30 cents each.)

*Ten Orations of Cicero* with copious notes, a complete vocabulary, together with maps, illustrations, and a life of Cicero appears under the editorship of Pres. W. R. Harper, of the University of Chicago, and Frank A. Gallup, of Colgate academy. The paper is good, the type is excellent, and the long vowels in the text are all marked. All in all, as much is done as may be to make the path to the understanding of the Roman orator easy. In all respects the book is worthy of recommendation. (American Book Company, New York, Cincinnati, Chicago.)

If one thoroly masters the French verb it will take but little time to become acquainted with the other parts of the French sentence. Hence the great value of the *Conjugaison des Verbes Français*, by Paul Bercy, B.L., L.D. The author has given a clear and simple presentation of the verbs and has followed this up with numerous exercises. (William R. Jenkins, New York.)

Too an American edition of the *Breviarium of Eutropius* was published early in the century, very little attention has been paid of late years to this author in this country. Prof. J. C. Hazard, of Portland academy, has therefore done Latin students a great service by preparing an edition of this author. The *Breviarium* gives a history of Rome from the founding of the city to the death of the emperor Jovian in 364 A. D., and is thus in subject closely related to the Latin course. The Latin is remarkably good for the time it was written and is not so difficult as that of Nepos or parts of the *Viri Romæ*. (American Book Company, New York.)

*Algebra for Schools*, by George W. Evans, instructor in mathematics in the English high school of Boston, differs from the ordinary text-books on this subject in the arrangement of topics. The effort has been made by Mr. Evans to "preserve the pupil from the besetting sin of conceiving algebraic operations as a species of legerdemain." Practical problems have been made the point of departure, initially and at each turn of the subject. If this arrangement of chapters is not acceptable to the teacher, it is quite feasible to take the topics in the traditional order. The collection of examples numbers 3,500, none of them reprinted from other books. (Henry Holt & Company. Price, \$1.12.)

*The Public School Mental Arithmetic*, by President J. A. McLellan, of the Ontario normal college, and A. F. Ames, superintendent of schools, Riverside, Ill., is based on McLellan and Dewey's "Psychology of Number." The serious defects in existing methods, the authors hold, are mainly due to the fact that they take no account of the real nature of number, and how the child's mind works in grasping the concepts of number and numerical relations. This they have taken into consideration in their series of arithmetics, including the present one. The distinguishing features of the book are that it is not a book of puzzles but a book of ideas and principles for easy mastery by rational method, in which the subject-matter and method are one; that number is the tool of measurement, and that measurement takes its rise in human activity satisfying human needs; that it keeps constantly in view the value of the image, thus appealing to the imagination; that the important idea of "balance or equation" is frequently stated and made familiar to the pupil; that there is constant insistence on the clear apprehension and statement of the elements of the question; that from the gradual psychological development of the subject the method is given in the presentation of the matter, and that the book is so constructed as to promote normal growth in the best way. (The Macmillan Company, New York.)

*Practical Test in Commercial and Higher Arithmetic* is a little book by Ernest L. Thurston, C. E., intended to train the student to the quick and accurate working of business problems. There are twenty lessons, each lesson being divided into three parts. First, five minutes are devoted to mental practice to secure facility. These exercises furnish rapid reckoning and facility practice in addition, subtraction, multiplication and division of whole numbers and common and decimal fractions, and in percentage. Second, ten minutes are devoted to mental work discussing a certain subject and analyzing typical problems. The general principles of percentage are first developed and then the subjects are reviewed in order and business questions for solution, investigation and study are suggested. A series of practical and simple mental problems covering all cases in common use is given. Third, a set of business transactions, taken as a whole, forming a series of one hundred and fifty general problems, stated in purely business form, review the subject from a business standpoint. (Silver, Burdett & Company, Boston, New York and Chicago.)

A volume giving an account of the phenomena of sound and the theory connecting them together forms one part of *A Text-Book of Physics* which Professors J. H. Poynting and J. J. Thomson are preparing. It is intended chiefly for the use of students who lay most stress on the study of the experimental part of physics, and who have not yet reached the stage at which the reading of advanced treatises on special subjects is desirable. To bring the subject within the compass thus prescribed, an account is given only of phenomena which are of special importance, or which appear to throw light on other branches of physics, and the mathematical methods adopted are very elementary. A careful study of this book will prepare the student for such works as those of Helmholtz and Rayleigh, in which the subject is treated at much greater length. (J. B. Lippincott Company, Philadelphia.)

*The Modern Theory of Solution*, Vol. IV. of Harper's Scientific Series, edited by Harry C. Jones, Ph. D. This is a general discussion of modern views respecting the changes which substances undergo when they dissolve in solvents. The differences



in their manner of action are shown to be a result of the dissociation of the molecules to form new substances. This causes solutions to act in a manner analogous to gases in the processes of diffusion and osmose. One paper each was prepared by W. Pfeffer, J. H. Van't Hoff and Svante Arrhenius, and three by F. M. Rault, followed in each case by a very brief biography of the author. All the papers are extremely technical, and most of the results are conclusions from mathematical calculations.

*A Guide to the Wild Flowers*, by Alice Lounsberry suggests somewhat the well-known book by Mrs. Parsons, but it is in certain respects an improvement upon the latter. In the first place there are sixty-four colored and a hundred black-and-white plates, besides fifty-four diagrams. These are the work of Mrs. Ellis Ryan and they are both artistic and true to nature, so facilitating the identification of the flowers as much as possible. The first chapter is arranged for study of the parts of flowers, the families, etc. The plants are arranged according to the character of the places where they are found, the general divisions being as follows: those growing in water; those growing in mud; those in moist soil; those in rich or rocky soil; those in light soil; those in sandy soil; those in dry soil, and those in waste soil. Dr. N. L. Britton, of Columbia university, has written an introduction to the book. (Frederick A. Stokes Company, New York. Price, \$2.50.)

A most delightful means of introducing a child to the study of birds is thru *Bird World*, a reader for intermediate grades by J. H. Stickney and Ralph Hoffmann. The book contains illustrations of a large number of our best known birds, many of them in the natural colors accompanied by interesting descriptions and stories, with little verses to be read or committed by the children. There are lessons also on various phases of the subject, including bird homes, birds toes, how young birds are fed, food of birds, the bird world in winter, bird language, etc. It is certainly an excellent book for school-room use, especially in the country and smaller towns where the birds described can be actually observed by pupils. (Ginn & Company, Boston.)

Ferns are popular with people who care nothing for plants and flowers aside from their decorative properties, as well as with botanists, yet there are many who know the names of most of our common wild flowers who simply know the ferns as distinguished from other species of plants. The reason for this lies in the difficulty in identifying them. There have been many books on the subject but until *How to Know the Ferns*, by Mrs. Frances Theodora Parsons, was published, none of these smoothed over the difficulties sufficiently to make the ordinary observer take the trouble to find out the names of the various species. This book is destined to prove a treasure. The illustrations are so clear and so accurate that most of the common varieties can be identified at a glance. The descriptions also are excellent. Those who are familiar with the author's work "*How to Know the Wild Flowers*" will understand what is to be expected from this her latest book. (Charles Scribner's Sons, New York. Price, \$1.50 net.)

*Short History of Astronomy*. By Arthur Berry, M. A. Mr. Berry has written a concise history of astronomy that will be a welcome boon to the student of this science who has not the advantages of a library at his command, nor the time to ferret out the entertaining collection of facts contained within the

pages of this book. It will serve not only to make the student but the non-scientist interested in the struggles and triumphs of the astronomers of the primitive and middle ages, while giving an all too brief account of their work during the present century. This is about the only fault to be found with this otherwise most entertaining and instructive volume, and it is to be hoped that Mr. Berry may accept the hint, and at some future date, treat the subject matter of the latter part of the volume as elaborately and entertainingly as the first. (Charles Scribner's Sons, New York. Price \$1.50.) MARY PROCTOR.

One of the best, perhaps, the very best, of the numerous books published for young people on the war with Spain is *The Rescue of Cuba*, by President Andrew S. Draper, of the University of Illinois. The story is told from the very beginning of the "Historic Misgovernment of Spain" and covers all the facts up to the date of its publication. It is sufficiently interesting to compel the busy reviewer to read it from cover to cover, and all is told so clearly and so simply as to be understood and enjoyed by a ten-year old child. To boys especially will it appeal. Much as they admire the men in uniform from the newspaper accounts, they are certain to respect the patience and courage of the soldier boys of '98, after reading *The Rescue of Cuba*, in a way that they will never forget. The book should be placed in every school library and on the desk of every teacher of intermediate and grammar grades. (Silver, Burdett & Company, Boston, New York and Chicago.)

Teachers who are so fortunate as to know the value of Mr. Elbridge Brooks' history stories for use in the school-room will be ready to welcome the *Stories of the Old Bay State*, recently published. The stories are a series of "Hows" and, altho each is complete in itself, there is a vein of connection running thru the series, the whole together make the complete story of the foundation of the Bay state. The book is written in Mr. Brooks' most entertaining style and is suitable for a supplementary reader or for use in connection with United States history. (American Book Company.)

*Ancient History* by Duruy, edited by Professor Grosvenor, is a standard work revised by an exceptionally qualified editor, a disciple in full sympathy with, and intellectually able to represent, his master. No better account of the mighty civilizations of the past has ever been written than this. The style itself is so clear, so keen, so vital that the very sentences live in the memory even in their English forms. And yet one who is familiar with the strangely different view-point of the historian of the modern school as he reads must wish for the broader and deeper treatment. In his own day Duruy was an apostle of the broader view, and wrote not of war and battle only, but of politics, government, and law as well. He did not forget the customs of society and the tenets of religion in his survey. But of what he did not know he could not write; and what he did not know is to the modern historian and historical philosopher the larger part of his theme. Such an historian draws for his principles of interpretation upon psychology, ethnology, sociology, economics, ethics. He sees man individual and man social; the play of circumstance upon personality; and laws of survival of the fittest at war in the human soul with aspirations of self-abnegation. As certainly as steel has displaced wood in mechanical construction, so certainly history which interprets man as we know him in the ordinary flesh is displacing history which takes any view less real. In the field of ancient history no author of this preparation has yet written his results. So

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appalling is the scope of that investigation, so amazing must be his industry, that no man has yet even volunteered for the task. Until his work has been done this book by Duruy is likely to remain in this field matchless for style and unsurpassed in historical value. (T. Y. Crowell & Company. Small 8vo. Price, \$1.00.)

*Contemporary History* by Professor Grosvenor, of Amherst college, is a survey of events thruout the world since 1848. The book fills an otherwise vacant place in historical narrative, for no other author has developed this subject with any measure of completeness. The treatment is upon the old standard lines of politics, and is very much in the spirit of Duruy, whose guidance in the consideration of historical principles Professor Grosvenor unhesitatingly follows. In this course there is much safety and no likelihood of surprise for readers and students. And the very conventionality of view gives to our author's selection of facts and presentation of conclusions an authority of tone well adapted to counteract the natural impulse to doubt whether sound history can be written of the events of one's own lifetime, without the advantage of perspective and sober afterthought.

It speaks well for the modesty of the author that, tho he has lived for many years in Constantinople and is an authority upon the Eastern question, he does not exploit either himself or his opinions upon these pages, but writes of Turkey and the Danube States soberly and impersonally. He seems particularly fortunate in his estimate of the drift of events in Austria, Germany, and Russia; and later historians in the field of politics are not likely to question his main positions.

In recent American history, tho the author devotes a page to the Venezuelan dispute, he does not mention the extraordinary campaign for free silver in 1896, and seems quite unaware of the vast importance of all economic questions upon our own national politics. In his literary style Professor Grosvenor is compact, pithy, and agreeable. (T. Y. Crowell & Company. Small 8vo. Price, \$1.00.)

If the great majority of children in the schools are to learn the principles of citizenship they must be taught them in the lower grades. S. E. Foreman has prepared a book that meets the wants of this class of pupils. It is *First Lessons in Civics*, a volume that presents this subject in simple language that pupils in grammar grades will readily understand. This book teaches political honesty as well as the facts of government and thus will prove particularly valuable, if the teacher follows the common sense directions given in the preface. Here are some of the things it is recommended the children be taught to say: "I must not cheat the state; I must not cheat the railroads; I must give a due share of my time and energy to public affairs; I must vote whenever it is my privilege to vote; I must not debase my fellows by bribing them; I must not accept a bribe of any kind; I must make a decent living if it is in my power; I must prefer my country to my party; I must tolerate the opinions of others." We wish these principles could be thoroly impressed on the mind of every child in every school-room in the country. (American Book Company, New York.)

A collection of drills of various kinds has been made by Marie Irish and published under the title of *The Best Drill Book*. This includes a jumping-r-ope drill, tomahawk drill, newsboys' drill, flag drill, Brownie drill, red, white, and blue drill, etc. These drills are excellent for lower-grade schools. (T. S. Denison, Chicago.)

The second number of the *Pedagogic Quarterly* is entitled *Two English Schoolmasters*. The two masters are "Richard Mulcaster and His 'Elementarie,'" the sketch being written by Foster Watson, and "Roger Ascham: Father of School Method," by John Gill. Both sketches are sufficiently interesting and just long enough for a teacher to read on the street car in the morning, or to pick up at night after the day's work is done. It is a necessity now-a-days for the teacher to know about the schoolmasters of the years gone by, and arranged, as the numbers of the *Pedagogic Quarterly* are, in convenient pamphlet form, there is no reason why the most important events in the lives and work of these men should not be familiar to all who are interested in education. This pamphlet can be cordially recommended as valuable, interesting, and inexpensive. (E. L. Kellogg & Company. Price, 15 cents.)

All interested in the teaching of art will be pleased with the books of the National Drawing Course. The author, Mr. Anson K. Cross, has correctly estimated the needs of the teacher and the pupil. He offers models that may be varied in combination so that a great number of different forms is possible. He proposes very ingeniously, we think, the use of a glass thru which the pupil sees what shape the object assumes on a flat plane. He offers copies, mainly of historic ornament, and in the manuals

gives invaluable instruction to the teacher. The reader feels certain that the author has actually been a teacher of drawing, and has been conscious of the needs of those who undertake to learn. The entire series can be most heartily recommended. (Ginn & Company, Boston and New York.)

For teachers who wish to extend the scope of their manual work the little book by Lucy R. Latter on *Cane Weaving for Children* will prove valuable. The exercises contained in it can be graded just as those of any other occupation, and useful articles will always be the result. The skill acquired can be employed in constructing doll furniture, baskets of different sizes and shapes, etc. (Sir Isaac Pitman & Sons, New York, 20 cents.)

The recent remarkable utterance of the head of a great party that his party was in power for the purpose of securing the offices, and that that was what they were put there for, will set a great many people to thinking. It will show that in spite of the strong arguments in favor of the appointment of persons to office for special fitness and keeping them there because they are competent, the politician of the old school not only sticks to his creed, but carries it out in practice; also that the reformers must not allow themselves to nap if they would circumvent the politician. One way to beat the politician is to encourage young men and women to enter the public service. Many aspiring young people will get just the information they desire in Francis E. Leupp's volume on *How to Prepare for a Civil Service Examination*, an octavo volume of 552 pages. This book gives general directions and then special information as to the requirements for the various departments of the government. (Hinds & Noble, New York.)

It is unnecessary to say anything further in praise of *Tales from Shakespeare*, by Charles and Mary Lamb. These probably are the best narratives in prose of these immortal dramas that have ever been written; they are classic. The language of the great dramatist is used wherever possible, so that the reader becomes acquainted with Shakespearean phrases while learning the stories. (The F. M. Lupton Publishing Company, 72 to 76 Walker street, N. Y.)

There is an old story in which the months are represented as "Twelve Wonderful Wise Men" who are said to have the kindest faces and the most wonderful clothes. Three of them are dressed in white like the snow, three in green like the grass of spring, three in yellow like the bright sunshine, and three in red like the rosy apples. Based on the story, Miss Mary E. Tooke has written the first of "The Wise Men Series" of readers, *Hand in Hand with the Wise Men*. The lessons begin with September, the month of apples and golden-rod, and these, as are many of the illustrations in the book, are given in their natural colors. October's lessons are on the squirrel and the falling leaves. November takes up the turkey, fruits, and vegetables, and so on thru the year the lessons are appropriate to the season. The book is certainly interesting and well-fitted to attract a child. With each month an appropriate poem is given which the children can be taught. (Williams & Rogers, Chicago and Rochester.)

The hearty reception given to the first and second volumes of the "Four Great Americans" series gives assurance that the third volume *Four American Naval Heroes*, will also secure an equally wide circulation. These books are written especially for the young reader and in such a style as to inspire patriotism; they will help to develop that sentiment of nationality, the signs of whose growth have been so gratifying to Americans. The four chief naval heroes of four wars are chosen—Paul Jones, Perry, Farragut and Dewey. The volume has an introduction by James Baldwin, Ph. D., who wrote the first volume of the series that received such good words from all quarters. The story of Dewey is preceded by a sketch giving the causes of the Spanish-American war, and the story itself is in fact a brief history of the operations of the navy in 1898. The book is abundantly illustrated with maps, portraits, etc. (Werner School Book Company, Chicago, New York and Boston.)

A philosophical essay on *Electricity, the Universal Force*, by Henry Raymond Rogers, M. D., of Dunkirk, N. Y., is issued in a thin volume with a neat cloth binding. The subject is treated from a broad standpoint and the essay is worthy of careful and thoughtful perusal. (City Press Printing House, Buffalo, N. Y.)

## THE SCHOOL JOURNAL

Established 1870, published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street New York.



*Business Shorthand* presents a method of swift writing for the use of amanuenses and reporters in accordance with the principles of Lindsley's Takigrafiy. It is a very practical system for people who have to learn shorthand quickly or not learn it at all. (D. Kimball, Chicago.)

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#### A Handsome "Red Book."

The fifty-eighth anniversary of the organization of the firm of J. C. Ayer Company, manufacturing chemists, of Lowell, Mass., was celebrated recently in an appropriate manner, the

event being marked by the publication of the "Red Book," one of the most elegant specimens of printing we have seen in a long time. The size is twelve and a half by nine and a half inches, the covers being of heavy paper of a deep red color, with an appropriate cover design.

The contents consists of an account of the triumphs of this firm during its long and honorable history, sketches of its members and leading employees with half-tone portraits, testimonials in regard to the merits of the firm's preparations, including the Cherry Pectoral (used sixty years), Sarsaparilla (used fifty years), Ague Cure, Hair Vigor, etc., and other matter. Among the illustrations are a number of colored drawings; these and the other features of the book are executed in the most artistic manner. The business of the firm still shows unexampled prosperity; may its success long continue.

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CHRIST AND THE DOCTORS.—From painting by Hofmann.

## The Perry Magazine

has been published once in two months, until now, but it will be published monthly except in July and August, beginning with the next number, at \$1.00 per year. It is devoted largely to aiding teachers and parents in the use of pictures in the school and the home. Every number is beautifully illustrated. During the year more than 100 beautiful pictures will appear in the Magazine, so that all who accept this offer in time will really receive more than 200 pictures, including those printed in the magazine.

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Madonna of the Chair.	A Stampede.	Queen Louise.	Caritas.	Longfellow.
Madonna Granduca.	Physica. Public Library, Boston.	Head of Christ.	Prophets.	Emerson.
Madonna of the Harpies.	Epic Poetry. Public Library, Boston.	The Good Shepherd.	Prophets. Amos Panel.	Bryant.
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Christ Child.	Escaped Cow.	Monarch of the Glen.	Victory of Samothrace.	
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			Discobolus of Myron.	
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			David.	
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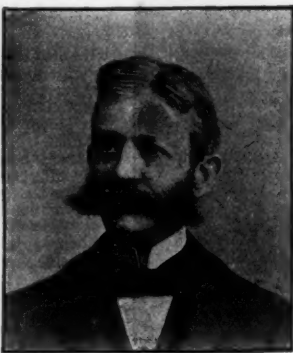
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## School Building Notes.

### IOWA.

Mt. Vernon will build school in district No. 3.

Algona will build high school. Write Smith & Gutterson, archs., Des Moines.

Iowa.—The state university will erect collegiate building. Write Proudfoot & Bird, arch., Des Moines.

Des Moines will build school house in Grant Park school dist., East Des Moines.

Monona will erect a school building. Write G. F. Guilbert, arch., Dubuque.

Council Bluffs will erect school house. Write J. C. & W. Woodward, archs.

Charles City will erect high school building.

### KANSAS.

Kansas City will erect a high school building. Write W. E. Barnhart, pres. b'd education.

Salina will erect a high school. Write Orff & Guilbert, Minneapolis, Minn.

Topeka will build chemistry building and museum for the state university.

Lawrence.—Kansas State university will build new chemistry b'ldg. Write J. G. Haskell, arch., 28 & 29 Office bl'k Topeka.

### KENTUCKY.

Louisville will erect a school building.

Henderson will build school house.

Write Harris & Schopbell, archs., Evansville, Ind.

Earlington will build school in dist. No. 74.

Silentrunk will erect school house.

### LOUISIANA.

Monroe will build high school building. Write J. W. Gaddis, arch., Vincennes, Ind.

### MAINE.

Hebron.—Hebron academy will erect building.

Bingham will build school house in Geo. Badger's dist.

Bucksport will erect school house.



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### MARYLAND.

Gaithersburg.—A female seminary will be erected here.

Annapolis will build school house in Anne Arundell county. Write Geo. N. Mackenzie, Baltimore.

### MASSACHUSETTS.

Lawrence will erect new high school. Write J. Ashton, arch., 6 Beacon street.

Boston will put heating and ventilating apparatus in E. Boston high school. Write J. L. Faxon, arch., 7 Exchange place.

—Will erect normal school.

Orange will build addition to high school.

Attleboro will erect school.

Cambridge.—The Harvard grammar school, recently destroyed by fire, will be rebuilt.

Grafton will erect school building. Write Earle & Fisher, archs., Worcester.

Oakdale will erect school building.

Worcester will build school on Grafton street.

Gloucester will erect school house.

Write Lee & Wright, archs., Fayville.

Holyoke will build school house.

### MICHIGAN.

Byron will erect high school. Write Haug & Scheurman, archs., Saginaw.

Detroit will build school house. Write Malcolmson & Higginbotham, archs., 53

Moffat bld'g.—College building will be erected for the Lewis school for stammerers.

Write H. J. Rice, arch., 54 Buhl block.

Ironwood will build high school.

Marquette will erect normal school.

Menominee will build school house.

St. Joseph will erect school. Write J. V.

Starr, arch.

Sandbeach will rebuild the high school

which was recently destroyed by fire.

Traverse City.—F. E. Moore, arch., has plans for two school additions for this city.

Vernon will erect school house. Write Haug & Scheurman, archs., Saginaw.

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MINNESOTA. Clarkfield will erect school in school dist. Marshall will erect school. Write W. L. T. Johnson, sec'y. b'd. of education. No 85. B. Dunnell, arch., Minneapolis. Springfield.—St. Raphael's church will here for Rev. D. Hughes, 217 Hickory street, Mankato. Delevan will erect school building. Write H. G. Gerlach, arch., Mankato. McIntosh will build school house. Write Wells will build a school. Write Orff & Ellsworth will erect school in dist. 40. H. L. Hanson, clk. Guilbert, archs., Minneapolis. Write H. C. Gerlach, Mankato.

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Colecamp will erect school house.

## NEBRASKA.

Wakefield will erect school house. Write J. C. Stitt, arch., Norfolk.

Omaha will build three ward schools and high school building. Write J. McDonald, arch., 905 N. V. Life bldg.

Auburn.—The R. C. church here will erect parochial school.

Nebraska City will build new building for school for the blind.

Beatrice will build new building for school for feeble minded.

South Omaha will put fire escapes on the schools throuth the city.

## NEW JERSEY.

Long Branch.—A parochial school will be built by Star of the Sea church.

Pennington.—The Pennington seminary will build an administration building. Write J. C. Newsom, arch., 1001 Chestnut street, Philadelphia.

Roselle will erect school building.

Irvington will erect a school house. Write Wm. Moll, arch.

Jersey City will erect a public school. Write C. F. Long, arch., 91 Montgomery street.

Asbury Park.—Addition will be built to the Berlitz School of Languages. Write C. D. Wilson, arch., Longbranch.

## NEW YORK.

Brooklyn will build schools Nos. 5 and 84.—The St. Joseph R. C. school will be erected at Prospect Place and 6th Ave.

Cohoes will build addition to school No. 11.

Mt. Pleasant will build addition to the school building. Write E. L. Davis, arch., Schenectady.

New York will erect School No. 109.—Will build school thru block from 101st to 102nd Sts. east of Amsterdam Ave.—Will erect school at 90th and 100th Sts., between 2nd and 3rd Aves.—College of St. Francis Xavier will erect parochial school.

Warrensburg will build school house.

## NORTH CAROLINA.

Charlotte will erect school building. Write F. P. Milburn, arch.

Belmont.—St. Mary's college will erect new academy. Write F. P. Milburn, arch., Charlotte.

## NORTH DAKOTA.

Lakota will build school in Kane dist. Write J. W. Ross, arch., Grand Forks.

Glasston will erect school house. Write W. C. Albrant, arch., Fargo.

Ft. Totten will build school on Indian reservation.

Leeds will build school house.

Tewakon will build two school houses. Write M. Kast, clerk school board.

Ellendale will build the North Dakota State Normal and Manual Training school. Write E. W. Van Meter, Aberdeen, South Dakota.

Finley will erect school building. Write E. J. Hoberg, arch., Maysville.

Williston will erect school house.

## OHIO.

Canton will erect school building.

Claribel will build school house.

Cleveland will build addition to the Union school.—Will build addition to Sowinski school. Write H. Q. Sargent, school director.

Columbus will erect the new South high school. Write D. Riebel, arch.

Dayton will build addition to school on N. Broadway street. Write C. Herby, arch., 27 Beckel bldg.

Eaton will build school house. Write C. R. Weatherhogg, arch., Ft. Wayne, Ind.

Euclid will erect school house.

Geneva will build school. Write Owsley & Boucherle, archs., Youngstown.

Gomer will erect school house. Write

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Toledo will build school house. Write Wachter, Hudson & Co., archs., 701 The Nasby.—Congregation of St. Anthony's church will erect school.—St. Ann's church will build school. Write H. J. Hanks, arch., Cleveland.

Wapakoneta.—A parochial school will be erected here.

## OREGON.

Jefferson will erect school house. Write C. H. Burggraf, Salem.

Junction City will build school in dist. No. 38.

## PENNSYLVANIA.

Alleghany will build school in 14th ward. Write V. W. Thalman, arch., Pittsburg.

Cambridge Springs will erect school. Write L. Craig, arch.

Carlisle will erect school. Write D. R. Miller, arch., Harrisburg.

Corry.—A R. C. school will be built here. Write M. A. Crowe, arch., Meadville.

Dubois will erect school building. Write C. M. Robinson, arch., Altoona.

Easton will build school. Write W. H. Knerr, sec'y.

Germantown will build addition to school at Coulter & Morris streets.

Homestead will erect new school building. Write J. F. Osterling, arch., Pittsburg.

Lancaster will build school. Write C. Emlen, arch., Urban.

Lansdale.—The German Baptist Brethren will build new college.

Lewisburg.—The trustees of Bucknell university will erect a \$50,000 college building.

Mercer will erect school in Union school dist. Write Arch. J. Orr.

McKeesport will build high school.

Munhall will erect school. Write Arch. J. T. Elliott, Homestead.

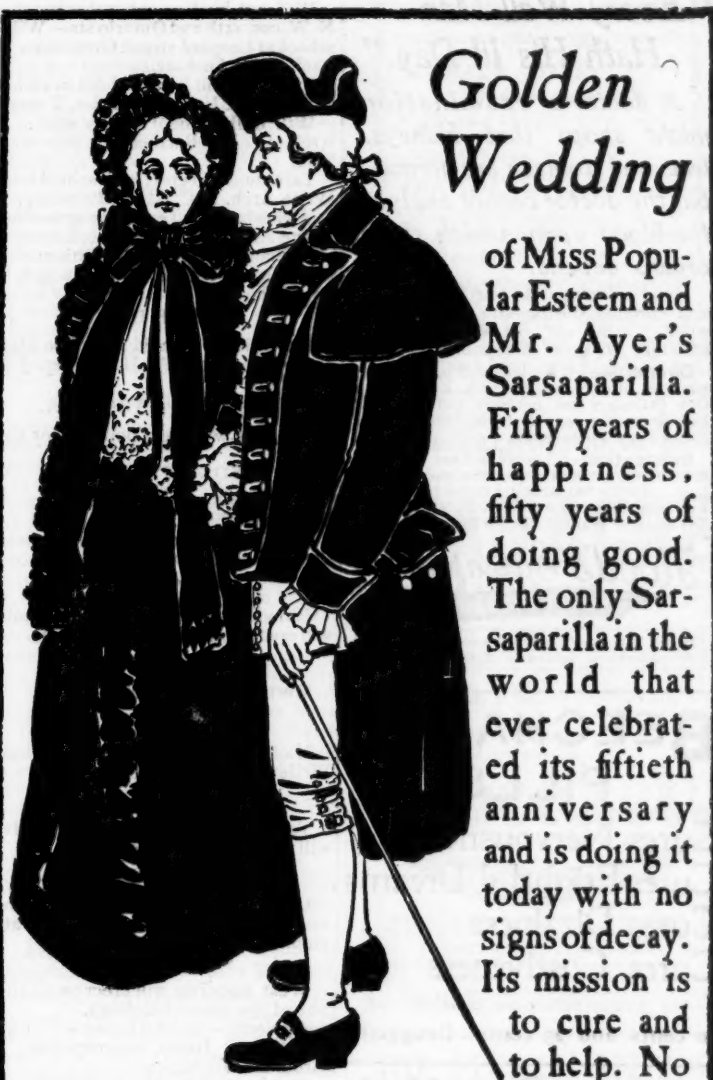
Norristown will build high school. Write Arch. S. Davis, Phila.

North Braddock will erect school building at Shady Park.

North Washington will build a \$20,000 school house.

Philadelphia will build school on G st., between Ontario and Thayer sts.—Will build addition to school at 34th and Wharton sts. Write Arch. H. J. Anschutz.—

Arch. H. D. Durang, Jr., has plans for laboratory of hygiene and amphitheater for the University of Pennsylvania.—Will build school at Glenwood ave. and Oxford st.—Will build addition to Alcorn school.



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Assets, Dec. 31, 1898.....	277,517,325.36
Reserve Liabilities.....	233,058,640.68
Contingent Guarantee Fund.....	42,238,684.68
Dividends Apportioned for the Year.....	2,220,000.00
Insurance and Annuities in Force.....	971,711,997.79